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ABSTRACT

Providing guidance to language arts teachers and those responsible for curriculum development, this handbook provides a model competency-based language arts program that provides direction for Ohio school districts in developing local competency-based educational programs. The model includes the following for grades 1 through 12: (1) a model curriculum for instruction in composition, listening and visual literacy, oral communication, and reading; (2) model performance objectives in composition, reading, listening, and oral communication; (3) recommended strategies for standardized, grade-level assessment suitable for measuring progress in meeting performance objectives in composition and reading for grades 1-10; and (4) a recommended program of intervention services by grade level for learners who do not make satisfactory progress toward achieving performance objectives in composition and reading. After an introduction, sections of the handbook discuss the philosophy, curriculum strands, curriculum matrix, and curriculum by grade levels and course of the model program. The handbook then presents detailed subject objectives and pupil performance objectives for each of the grades kindergarten through grade 12. The handbook next presents a district-wide grade-level assessment, a third-grade guarantee checklist, ninth- and twelfth-grade reading and writing proficiency test outcomes, a reading rubric, a writing rubric, a description of intervention services, portfolio assessment, guidelines for selecting reading materials, and suggestions for a reading list. A 79-item glossary and a list of 8 resources are attached. (RS)

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MODEL

COMPETENCY-BASED

LANGUAGE ARTS

PROGRAM

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The Ohio Department of Education wishes to thank committee members who developed the model and educators who reviewed the model.

FOREWORD

With the adoption of the 1983 minimum standards, the State Board of Education responded to the public's increasing expectations for schools by requiring competency-based education in English composition, mathematics, and reading. As a result, the conditions necessary to promote a general education of high quality in all chartered schools have improved markedly. Such improvement is possible only when well-structured local and state leadership recognizes that the responsibility for providing direction to the system of education in the state must accommodate the flexibility necessary to establish educational programs that are responsive to local needs. The quality of education in Ohio has benefited immeasurably as a result of this understanding.

At the same time, it is becoming increasingly important that the educational community be able to document, in language easily understood by the general public, the status of educational progress. In response to this need, the 118th General Assembly enacted Sections 3301.0715 and 3301.0716 of the Revised Code, which require the board of education of each city, local, and exempted village school district to implement a competency-based education program for grades one through twelve of the district. The basic responsibilities for implementing the provisions of this competency-based education legislation are shared by the State Board of Education and the boards of education of city, local, and exempted village school districts. It is the responsibility of the State Board of Education to develop a model competency-based education program; conduct on-site evaluations, on a five-year cycle, of each school district's competency-based education program; and publish an annual report on competency-based education in Ohio to be distributed to school districts and the general public.

It is the responsibility of city, local, and exempted village school districts to implement competency-based education programs which include performance objectives for each grade level for composition, mathematics, and reading; instruction at each grade level designed to ensure that the specified performance objectives can be attained; provisions for periodic assessment of pupil performance to measure progress toward achieving the specified performance objectives; a program of intervention services for pupils who are failing to make satisfactory progress toward achieving the specified performance objectives; and written policies and procedures regarding the participation or exemption of handicapped pupils.

The major purpose of this legislation is to formalize and standardize rather than extend the competency-based education requirements specified in Minimum Standards for Elementary and Secondary Schools. This will be accomplished through an examination of each school district's competency-based education program for satisfactory comparison with the component elements included in the model competency-based education programs adopted by the State Board of Education. The very important gains made by Ohio school districts through the implementation of competency-based education are in no way negated by this process. The quality of locally developed curricula has never been better. These efforts are acknowledged and commended. We cannot, however, be satisfied with past and current successes. The need to design and implement a curriculum that reflects important and dramatic changes in our society is clear and requires that we be responsive to the educational implications of those changes. These model programs have been designed to improve student achievement, improve the quality of curriculum and instruction, and strengthen school and community relationships through better communication. Appreciation is extended to those educators who contributed to the development of these competency-based education programs by sharing their time, expertise, and materials. Appreciation is also extended to staff members who worked untold hours to make these programs possible.

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INTRODUCTION

The MODEL COMPETENCY-BASED LANGUAGE ARTS PROGRAM is not intended to be used directly by teachers as an instructional guide. Rather, it is designed to provide direction for school districts in developing local competency-based education programs. While the need for local programs to compare satisfactorily with the MODEL is imperative, a great deal of flexibility is afforded to school districts in terms of formatting, grade-clustering, specification of conditions and criteria for performance, and other specifications. These areas should reflect the policies, procedures, and philosophical perspectives of district educators and policymakers.

The ultimate purpose of the MODEL COMPETENCY-BASED LANGUAGE ARTS PROGRAM is to enhance the quality of language learning. In order to achieve this purpose, school personnel, including language teachers and those responsible for curriculum development, have different but complementary roles. The MODEL provides guidance for both. Teachers must be able to translate the grade-level instructional and performance objectives into language learning experiences that assure that learners are achieving and are challenged to the limits of their abilities. Teachers must be able to assess learner success in terms of both processes and products which focus upon clusters of skills, orchestrations of behaviors, multiple attempts to understand and communicate, and language competence that emerges over time. The grade-level instructional and performance objectives, which begin on page 13, are designed to inform instructional practice and are especially important to language teachers.

Teachers and administrators alike should become familiar with the Philosophy, Program Goals, and Curriculum Matrix on pages 6 through 13. The personnel responsible for curriculum development and competency-based education must be able to view the entire program holistically, yet work to facilitate implementation of the component parts. The introductory sections which follow immediately, while useful for language teachers, are designed to provide direction for those responsible for developing the language arts program. In order to help school districts develop the elements of a competency-based education program and to enable the Ohio Department of Education to evaluate school district competency-based education programs, the State Board of Education has established a model competency-based education program. The model includes specification of all of the following for grades one through twelve:

1. A model curriculum for instruction in composition, listening and visual literacy, oral communication, and reading, for each grade level;
2. Model performance objectives in composition, reading, listening, and oral communication for grades kindergarten through twelve;
3. Recommended strategies for standardized, grade-level assessments suitable for measuring progress in meeting performance objectives in composition and reading for each grade level one through ten;

4. A recommended program of intervention services by grade level for learners who do not make satisfactory progress toward achieving performance objectives in composition and reading;

School districts are required to develop their own competency-based education programs to compare satisfactorily with each component of Ohio's model competency-based education program. Comparisons will be made on the basis of criteria established by the Ohio Department of Education. Locally developed curricula and performance objectives will be evaluated through the regular course of study review process. Evaluation of the assessment and intervention components will take place through the Education Management Information System and on-site evaluation.

MODEL CURRICULUM

The model competency-based education program, including all prescribed elements, has been established for language arts by the State Board of Education subsequent to consultation with broadly representative advisory committees. The model curriculum reflects the most generally accepted research bases, programmatic (K-12) scope, effective developmental processes, and relevant assessment practices. A major objective of competency-based education is to better guarantee correspondence among the written, implemented, and assessed curricula in Ohio schools. It cannot be assumed, however, that the translation of the written curriculum to the taught curriculum to the attained curriculum can be accomplished without a focused effort. That effort must begin with the development and implementation of curriculum and instruction based upon the most current research findings. The curriculum should be comprehensive in scope, and sequenced so as to provide developmentally appropriate instruction as necessary throughout the K-12 continuum. The model English Language Arts course of study adopted by the State Board of Education provides Ohio school districts with such a focus.Performance objectives in the model competency-based education program for lan

PERFORMANCE OBJECTIVES

The pupil performance objectives for composition, listening/viewing, oral communication, and reading have been generated from grade-level instructional objectives included in the MODEL. These performance objectives represent the essential rather than the minimal knowledge and skills necessary to develop three critical dimensions of instructional development, i.e., literacy, communications/application, and specialization, that should guide the curricular/instructional program. Even the most clearly defined objectives, however, can provide only the structure necessary to achieve educational excellence. Instruction is the vital force in the process. The State Board of Education recognizes that instructional decision-making is best left in the hands of classroom teachers. Because competency-based education requires special attention, however, several examples of effective instructional activities for the achievement of selected pupil performance objectives have been suggested.

Performance objectives in the model competency-based education program for language arts have been developed to be measured in the context of instruction in reading, writing, listening/visual literacy, and oral communication. This type of assessment takes place in the classroom and is designed to provide data to guide instruction. The model performance objectives for reading and writing must also be assessed through assessments administered in a standardized fashion. Listening/visual literacy and oral communication are not required to be assessed in this manner. The model performance objectives focus on both processes and products in language arts learning. Assessment should look at both processes and products. Effective classroom assessment must examine genuine applications of language skills, with all the supports and challenges inherent in actual language use. Such assessment should focus upon clusters of skills, orchestrations of behaviors, multiple attempts to understand and communicate, and language competence that emerges over time.

ASSESSMENT

In addition to instruction focused on learner achievement of the specified performance objectives in composition and reading, competency-based education requires assessment of student progress. A clear distinction is made between the standardized administration of annual district-wide, grade-level assessments in composition and reading, grades one through ten, and ongoing assessment of student progress in the classroom. Both are critically important components of competency-based education and must be addressed. The use of assessment data for instruction, evaluation, intervention, guidance, and promotion must be specified by each school district in written guidelines. Assessment data for composition and reading from the district-wide, grade-level assessments in grades one through ten must be reported through the Educational Management Information System (EMIS). Final course grades must be reported for students in grades nine through twelve.

Differences between accountability and instructional assessment are fundamental and necessary. Large-scale assessments, including district-wide tests for competency-based education, are best used to inform policymaking relevant to curricular programs. They are necessarily formal and objective, time- and cost-efficient, widely applicable, and centrally processed. The results must be in a form useful to policymakers. This may mean reducing complex processes to a single score. To ensure the credibility of accountability tests, both the incentives and the means to distort scores must be removed. This is best accomplished by limiting the use of the results of such efforts to monitoring the effectiveness of curricular/instructional programs. The achievement tests required of students in grades four, six, eight, and ten, as well as the ninth-grade proficiency test, may very well serve to meet the district-wide, grade-level assessment requirements of competency-based education.

Informed decisions about individual students, including the need for intervention services, are best accomplished through assessment strategies conducted at the classroom level. Current models of learning based on cognitive psychology contend that learners gain understanding when they construct their own knowledge and develop their own cognitive maps of the connections among concepts and facts. It is possible, therefore, to assess students' thinking processes in useful and undistorted ways. Teacher observations and other assessment activities implemented in the classroom may be less reliable (in a statistical sense) than standardized tests, but the accumulation of data gathered about individual students in the course of a school year has much more accuracy in terms of student learning. In short, it is essential that use is made of the wealth of data teachers themselves can provide about their students.

Teachers should not have to set aside good instruction to prepare students to take a test. Instead, good instruction itself should be the best preparation. Assessments designed to support instruction may be characterized as informal, adapted to local context, locally scored, sensitive to short-term change in students' knowledge, and meaningful to students. Assessment tasks should be designed to resemble closely real learning tasks. Such assessments will incorporate tasks that have instructional value in themselves if students are provided with immediate, detailed, and complex feedback. Indicators of competence, such as those which follow, should be used as the bases for making decisions about individual student achievement on prescribed performance objectives.

Coherence of Knowledge. Assessment should tap the connectedness of concepts and the student's ability to access interrelated chunks of information. Student understanding should be demonstrably integrated and structured.

Principled Problem Solving. Assessment should focus upon the underlying principles and patterns needed to solve problems rather than the surface features of a task.

Knowledge Use. Complete understanding includes knowing the conditions that mediate the use of knowledge. Assessment should determine students' capacity to do so.

Automatized Skills. Assessment should determine the degree to which students integrate basic component skills into total performance.

Metacognitive or Self-Regulatory Skills. Assessment should determine whether students are able to monitor their own understanding, use strategies to make questions comprehensible, evaluate the relevance of accessible knowledge, and verify their own solutions.

INTERVENTION SERVICES

Recognizing that alternative or supplemental action designed to remediate, reinforce, or support student learning relative to the specified performance objectives will sometimes be necessary, suggested intervention services have been identified for reading and writing at each grade level. The teacher must be able to identify the need for intervention, design the instructional form it will take, and implement the action. This intervention requires a great deal of skill in classroom remediation, reinforcement, and enrichment techniques. Teachers must have the capacity to use content material for these activities, instruct for specific skill/knowledge deficiencies, and group students for special needs. The ability to understand and use various diagnostic instruments, analyze assessment data, and teach prescriptively is a critical element of effective intervention.

REPORTING REQUIREMENTS

School districts are required annually by July 31 to collect, compile, and make available to the State Board of Education, upon request, separately for composition and reading, all of the following.

Copies of the assessment instruments, by grade level, used during the preceding school year to determine student progress toward achieving the specified performance objectives, including information about the dates and methods of administration of the instruments and the methods of scoring or standards used for evaluating the results to determine whether or not students have made satisfactory progress toward achieving the objectives;

Data on the number and percentage of students, by grade level (one through ten) and by school building, who were shown by the assessment instruments not to have made satisfactory progress toward achieving the objectives during the preceding school year;

Information about the types, and a description of each type, of intervention services available to students who were shown by the assessment instruments not to have made satisfactory progress toward achieving the specified objectives; and data by grade level and by school building on the number of students who received each type of intervention service during the preceding school year;

Estimates of the cost of providing intervention services to those students who were shown by the assessment instruments not to have made satisfactory progress toward achieving the objectives and who are not receiving intervention services, and the basis on which such costs were estimated;

Additionally, school districts must provide for making this information, excluding copies of assessment instruments, available for inspection by the public at the district board's offices. Copies of the information must be provided to any person upon request, and a reasonable fee may be charged for the cost of reproducing the information.

ON-SITE EVALUATION

At least once during every five-year period, the State Board of Education will conduct an on-site evaluation of schools to determine compliance with minimum standards for elementary and secondary schools. All elements of each district's competency-based education program will be reviewed as part of that evaluation process. An examination of each element of the district's competency-based education program for each grade level for comparison with the model curriculum, performance objectives, assessment instruments, and intervention programs for the corresponding grade level will be made. Based on that comparison, a rating of satisfactory or unsatisfactory will be assigned to each element of the competency-based education program for each grade level. An explanation of the reasons why each unsatisfactory rating was assigned will be provided.

ANNUAL REPORT

The State Board of Education will publish an annual report of Ohio's competency-based education programs. The report will reflect any data received from school districts as well as the results from any on-site evaluations conducted during the preceding school year. Copies of the report will be sent to each district board of education that will in turn make the report available to the general public for examination at the district's offices. The district will make copies of the report available to any person upon request, and a reasonable fee may be charged for the cost of reproducing the report.

PHILOSOPHY

English language arts programs must fit the needs of students who live in a world where communication and understanding will be increasingly important. The intent for the model curriculum described here is to recognize this future in a practical, down-to-earth fashion. Such a curriculum provides a challenge to many schools and many teachers in that it may require change from current practice in both content and methods of instruction.

English language arts experiences for students must recognize that current and future demands of the work place, society, and the individual go beyond basic literacy. In order to participate fully in society and to realize their potential, students must encounter an English language arts program that challenges their abilities, capitalizes on their aspirations, and enlarges their vistas of the world and their place in it.

Language learning occurs in a literate environment where students use reading, writing, listening, viewing, and speaking for real purposes and audiences as well as for traditional academic purposes. Students are surrounded by language in all forms--writing, reading, speaking, listening--in an interactive classroom. If students are to become competent in all the language processes, then the processes must be addressed in an integrated fashion.

Communication skills are among the most critical skills our students learn. The ability to read, write, speak, and listen has a direct bearing on the quality of our students' lives. More than any other ability, the ability to communicate defines the parameters of a student's potential to learn in the future. The skills become art when students are able to apply the communication skills they have learned in an integrated fashion. We believe this can best be accomplished by creating a supportive environment where risk-taking is encouraged.

The model curriculum is designed to provide a base for instructional planning. Individuals--teachers, department chairs, curriculum supervisors, administrators, and school board members--responsible for the design of an English language arts curriculum will use it as a specification of what is needed for coverage of core ideas. Teachers implementing English language arts instruction in the classroom should examine this document to ascertain that they are providing appropriate emphases and coverage for their students to perform successfully in state-mandated testing programs.

School board members and administrators must provide resources and equipment needed to support instruction and make the necessary policy decisions to maintain instruction for this core program. Commitment to an instructional program based on this model curriculum should guide the selection of texts, instructional materials, equipment, and staff development activities.

ASSUMPTIONS

- The learner must be at the center of the curriculum. As such, the learner must not only understand but also be actively involved in all stages of the learning process, including

  - goal setting
  - selecting and planning appropriate language activities
  - selecting suitable strategies and readjusting them when necessary
  - monitoring progress
  - assessing goal attainment, including process, strategies, and products
  - revising goals and establishing new ones

  At each stage of the process, the learner should have an opportunity to make choices to promote decision-making.

- The student should realize that the acts of composing and comprehending are mutually enhancing, and the student should participate in the various recursive stages of the processes, including planning, composing, revising, and editing.

- Both instruction and assessment should be process-oriented. Classroom activities should be organized so that instruction in process, procedures, and strategies is as important as the final products and so that they are valued equally at assessment points. Teachers should engage students in experiences with multiple formats and provide students with monitored practice on the variety of stages in the language-learning processes.

- Instruction should be tailored to the individual needs of the learners. In cooperation with the student, the teacher should develop specific goals that are realistic and known, permitting the possibility of success for all students. The learner should be informed and aware of continuous progress.

CURRICULUM STRANDS

The model English language arts curriculum is designed as a matrix consisting of four language processes along one axis and four dimensions of language along the other. Together, they constitute the strands upon which the model is structured. Program objectives as well as subject objectives for all grade levels, from kindergarten through twelfth grade, are included, with the expectation that the instructional activities implemented by teachers will provide any developmentally appropriate differentiation.

The curriculum is arranged so that appropriate instruction in language structure, meaning construction, application, and the multidisciplinary nature of language will be provided for reading, writing, listening/visual literacy, and oral communication. The strands are arranged separately to assure that all are taught. Teachers, however, should take advantage of every opportunity to translate the separate strands into an integrated language arts program as they develop lessons and/or units to implement the curriculum.

Language Arts programs should support character education. Basic American values that all students should learn were recognized by the State Board of Education in 1987. These values, listed and defined below, are reflected directly or indirectly in the MODEL COMPETENCY-BASED LANGUAGE ARTS PROGRAM.

Values students should strive for are as follows:

Compassion:	Students should show care, concern, and empathy for the needs of other persons without regard to race, religion, gender, age, economic status, and/or physical and mental condition.
Courtesy:	Students should display good manners and politeness, showing the same respect for others as they would wish for themselves.
Tolerance:	Students should strive to discover and learn about people who are different from themselves and about cultures different from their own.
Honesty:	Students should be truthful and trustworthy in their relationships with others.
Self-Discipline:	Students should realize the motivations for their actions and give priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits.
Self-Respect:	Students should consider the person within themselves, realize their worth and dignity as human beings, and account for their strengths as well as their weaknesses.
Responsibility:	Students should exercise sound thinking and good judgment, as they are personally and ethically accountable for their actions. Students should work with others to strengthen the family and improve their community, the state, the nation, and the world for the common good.
Courage:	Students should develop inner strength and stability to draw upon in times of adversity.
Diligence:	Students should pursue worthwhile endeavors, showing persistence, care, and effort.
Integrity:	Students should acquire sound values, and making them their own, seek to live up to them in a consistent manner.

Character traits such as compassion, tolerance, self-respect, and responsibility are especially evident in the multidisciplinary dimension of the curriculum. Courtesy is a constant in oral communication and listening, and is evident in such objectives as, "The learner will demonstrate respect for the rights of speakers." Honesty, self-discipline, courage, diligence, and integrity are promoted and reinforced throughout the curriculum.

It is important to recognize that the best way to provide language arts instruction is to integrate the strands as students use language for authentic purposes and audiences. This integration often occurs most successfully in an interdisciplinary setting where students have a real purpose and audience for their language learning.

The objectives have been correlated with the checklist developed to accompany the Third Grade Guarantee and the required Ability/Achievement Testing Program. The most frequently used (in Ohio) standardized achievement tests for reading and writing at fourth, sixth, eighth, and tenth grades in Ohio were correlated. Objectives which correspond to items on the checklist and tests are designated by an icon of books and children's blocks, respectively. Correlation has also been made with the outcomes assessed by the state-mandated ninth- and twelfth-grade proficiency tests as indicated by mortarboard and diploma icons. The icons are as follows:

📚 Third-Grade Guarantee
🧱 Achievement Tests
🎓 Ninth-Grade Proficiency Test
📜 Twelfth-Grade Proficiency Test

GRADE CLUSTERS

The curriculum strands are grouped into grade clusters: kindergarten- two, three-five, six-eight, and nine-twelve. Literacy development within as well as between these clusters is reflected by increases in the sophistication and complexity of student performance. Expectations for student performance should include consideration of developmental appropriateness (see p. 15, Developmental Continuum). In order to provide an overview of the complete language arts program, the curriculum matrix, including program objectives, is located on pp. 12-13. The matrix is followed by a presentation of the curriculum by grade levels across the strands. These multiple perspectives are provided to facilitate understanding and implementation of the model language arts curriculum.

PROGRAM GOALS

I. The program will enable learners to develop and use an expanding knowledge base and essential processes for effective communication through reading, writing, listening, viewing, and speaking.

II. The program will enable learners to construct meaning and apply critical and analytical thinking strategies when engaged in reading, writing, listening, speaking, or viewing.

III. The program will enable learners to become proficient in the selection, comprehension, and appreciation of good literature.

IV. The program will enable learners to participate in a community of learners that supports multidisciplinary learning and the use of technology and media.

V. All students engage in independent reading programs which are tailored to their individual interests, needs, and personalities and which are supported by classroom, school, and community libraries.

VI. The program will enable learners to become sufficiently self-critical to improve their work and adapt what they have learned to other situations.

VII. Students learn and use a variety of reading comprehension strategies and, with the help of the teacher, learn to monitor and adjust their own strategies to better comprehend what they encounter in print.

VIII. Students become aware that writing is a means of clarifying thinking and that it is a process which embodies several stages, including prewriting, drafting, receiving responses, revising, editing, and postwriting activities, including evaluation.

IX. The program will enable learners to understand, accept, and appreciate cultural diversity through a great variety of reading and language experiences.

X. The program will enable learners to imagine and value worlds other than their own.

Recommendations from the English Coalition Report for Elementary Students

- That they [students] leave the classrooms as individuals who know how to read, write, speak, and listen effectively. As competent language users they will:

-use prior knowledge to comprehend new oral or written texts
-possess a variety of strategies for dealing with unfamiliar words and meanings in texts
-respond personally to texts
-comprehend the literal messages in texts
-read and listen interpretively
-read and listen critically
-be able to write in a wide variety of forms for a wide variety of purposes and audiences
-be able to read varied types of texts, including poems, essays, stories, and expository texts in both print and electronic media
-make connections within texts and among texts
-use other readers' experiences with, responses to, and interpretations of texts
-be able to hear literature, appreciating its sounds and cadences

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 4.

	READING
STRUCTURE Vocabulary Development • grapho-phonetic relationships • spelling • patterns, origins • root, prefix, suffix Language • grammar/syntax • usage • mechanics • style • coherence Literary • genres • components • patterns • word choice/diction Purpose/Audience • inform • persuade • explain • entertain • discover Handwriting/Word Processing	1. Develop and extend understanding of various text structures; 2. Examine style of various texts; 3. Extend knowledge of genres; 4. Explore purposes of written materials; 5. Use a variety of cueing systems (semantic, syntactic, grapho-phonetic) to develop word knowledge; 6. Develop vocabulary through oral and silent reading and discussion; 7. Recognize and use signs and symbols; 8. Identify relationships between and among words.
MEANING CONSTRUCTION Processes and Strategies • constructing • revising Comprehension • background knowledge • idea/concept development • relationships Critical Thinking • inferring, evaluating, justifying • responding/reflecting • self-monitoring/assessing	1. Gather information from reading various texts; 2. Apply higher-level comprehension skills to information obtained by reading a variety of texts; 3. Self-monitor (confirm or alter predictions) while reading to determine if meaning is clear; 4. Construct and broaden ideas and concepts through reading.
APPLICATION Publish/Present Study Strategies Research Decision-Making Strategies Problem-Solving Strategies Selection • responsibility • ownership • engagement Appreciation/Enjoyment Interaction of Communication Processes	1. Engage in reading for a variety of purposes, including enjoyment; 2. Choose appropriate strategies related to purpose; 3. Choose appropriate materials for a variety of reading purposes, including enjoyment; 4. Respond to reading; 5. Integrate reading with speaking, listening, viewing, and writing experiences; 6. Choose materials that stretch current ability levels.
MULTIDISCIPLINARY Thematic Approaches Content Areas Learning Communities Technology/Media Multicultural and Global	1. Explore dialects and cultures through reading a variety of genres; 2. Develop global awareness through diverse texts; 3. Participate in multidisciplinary reading activities; 4. Develop a sense of community through discussions of shared reading; 5. Enrich reading experiences through technology/multimedia activities; 6. Integrate the reading process across the curriculum; 7. Participate in cross-age and heterogeneous group-reading activities.

WRITING	LISTENING/VISUAL LITERACY	ORAL COMMUNICATION
1. Develop a variety of writing styles according to audience and purpose; 2. Develop a variety of organizational strategies; 3. Extend knowledge of grammar, syntax, and usage through writing; 4. Extend vocabulary through a variety of writing experiences; 5. Explore relationships between and among words; 6. Extend grapho-phonetic relationships through writing; 7. Extend knowledge of spelling through writing; 8. Develop legible handwriting.	1. Extend knowledge of genres; 2. Develop a sense of style; 3. Extend knowledge of grammar and syntax; 4. Develop vocabulary through listening and viewing experiences; 5. Extend knowledge of grapho-phonetic relationships.	1. Develop a variety of speaking styles according to audience and purpose; 2. Employ a variety of organizational strategies; 3. Demonstrate a knowledge of grammar, usage, and syntax while speaking; 4. Reflect knowledge of good speaking techniques; 5. Select appropriate word choices according to audience and purpose; 6. Extend vocabulary; 7. Explore relationships between and among words.
1. Gather appropriate information for writing; 2. Evaluate, analyze, and synthesize information in preparation for writing; 3. Self-monitor throughout the writing process to determine whether meaning is clear and purpose is achieved; 4. Construct and broaden ideas and concepts through writing; 5. Use word processing and other technologies to explore meaning.	1. Gather information from listening and viewing experiences; 2. Analyze, synthesize, and evaluate information obtained from listening and viewing experiences; 3. Self-monitor (confirm or alter predictions) when listening or viewing to determine if meaning is clear; 4. Construct and broaden ideas and concepts through listening and viewing.	1. Clarify personal thinking/understanding through oral communication; 2. Communicate orally for a variety of purposes and audiences; 3. Gather information for oral communication; 4. Self-monitor when speaking to determine if language communicates clearly and purpose is achieved; 5. Construct and broaden ideas and concepts through oral communication.
1. Write for a variety of purposes and audiences; 2. Develop a repertoire of strategies for writing; 3. Choose appropriate strategies while writing; 4. Integrate writing with speaking, listening, viewing, and reading experiences.	1. View and listen for a variety of purposes, including enjoyment; 2. Use computers for a variety of purposes; 3. Use technology and media for a variety of purposes; 4. Integrate listening and viewing with reading, writing, and speaking.	1. Speak for a variety of audiences and purposes, including enjoyment; 2. Develop a repertoire of strategies for speaking; 3. Choose appropriate strategies while speaking; 4. Integrate speaking with writing, listening, viewing, and reading experiences.
1. Communicate a global perspective through writing; 2. Participate in multidisciplinary writing activities; 3. Integrate the writing process across the curriculum; 4. Compose texts related to a central theme; 5. Participate in cross-age and heterogeneous group-writing activities; 6. Develop a sense of community through writing activities; 7. Enrich writing experiences through technology/multimedia activities.	1. Explore dialects and language through listening experiences; 2. Explore cultures through listening and visual experiences; 3. Develop interpersonal skills for participating in cooperative activities.	1. Participate in small- or whole-group oral language activities that focus on common interests or themes; 2. Discuss reading and writing in groups; 3. Participate in cooperative projects; 4. Enrich speaking experiences through technology/multimedia activities; 5. Address a global perspective; 6. Participate in cross-age and heterogeneous group activities; 7. Develop a sense of community through oral communication.

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CURRICULUM BY GRADE LEVEL AND COURSE

The subject objectives are listed here by grade level for grades kindergarten through twelve. Instructional objectives for each grade level are organized sequentially by Reading, Writing, Listening/Visual Literacy, and Oral Communication. Each of these language dimensions is organized sequentially to reflect four important processes of language learning and use--Structure, Meaning Construction, Application, and Multidisciplinary. This organization is intended to provide teachers with a comprehensive set of instructional objectives. It should not be considered a classification system for addressing each dimension discretely. Instructional strategies that reflect multiple dimensions and which encourage learners to use all language processes are strongly encouraged.

High school courses may be designed as an integrated approach to language arts, as discrete courses, or as some combination of the two. An integrated language arts course should include all objectives for the indicated grade level. These courses are frequently titled Language Arts I, II, III, IV, or Language Arts 9, 10, 11, 12. Discrete courses such as Reading, Speech, Composition (Beginning/ Advanced, Creative Writing), Literature (American, British, World, Nineteenth Century), or Journalism may be developed in place of some or all integrated language arts courses. Such courses should be designed as specified on page 223. Additional courses may, of course, be designed in a similar manner.

DEVELOPMENTAL CONTINUUM

CHILD	dependence when working with challenging printed materials; independent when using own processes and in play situations	emerging independence in most language activities	independence with guidance	independence with monitoring	independence; capable of self-initiated learning
SUPPORT	constant teacher support in building meanings and making connections	frequent teacher support	less teacher support	limited teacher support	periodic teacher support

K ——————————————————————————————————————> 12

(K————>2)(3————>5)(6————>8)(9————>12)

TEXT/ MEANING MAKING (Oral and Written)	short, simple, predictable texts for reading and writing; longer, more complex texts for listening	longer, involved texts; guided independent selections	complex texts; variety of types of texts	longer and more complex texts; variety of types of texts	complex and diverse texts
CONVENTIONS OF LANGUAGE (Oral and Written)	personal exploration of conventions; approximations of reading and writing	beginning control of conventions; conventional reading and writing	self-initiated use of conventions	refined application of conventions	understanding and application of standard conventions

Recommendations from the English Coalition Report

Texts and Tests and Curriculum

The focus and source of all curricular development and assessment must be on the individual learner. Because they are necessarily constructed for mass use, externally developed tests and programs are often of considerably less value to literacy development than those created within the community of teachers and students in particular situations.

Standardized tests constitute only a part of the whole assessment process and are generally more useful for examining programs rather than individuals. Individual assessment must be based on the principles and assumptions about learning theory that support literacy development as described in this document. The ultimate aim of any assessment program...is to provide a better instructional program for the learner. Because we desire able language learners and users, our assessment strategies and instruments need to focus on literacy development. Our proposed model would consist of a portfolio of the child's work--collected, viewed, and assessed periodically, passed from grade to grade, and used to make instructional decisions and reports to parents. Included in the portfolio would be teacher observations, reading records, writing samples, art samples, varied responses to literature, and other pertinent work samples.

Specifically, basal reading programs provide little opportunity for students to read widely enough because of the overwhelming number of materials to be covered, most of which are based on discrete skills that are unrelated to natural reading processes. In addition, the quality of textbook writing is often poor; the information presented in pieces bearing little relationship to a whole. Such a format makes it very difficult for the child to build schemata or connect ideas. Because the language and content are homogenized, formulaic, and simplified, children do not encounter vocabulary, syntax, or content that adequately prepare them to predict what can be expected within other texts. They are led to believe that reading can yield one static, literal meaning.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, pp. 6-7.

GRADES

KINDERGARTEN - TWO

Most students in this cluster are in the emergent literacy stage. They approximate language (text, written, spoken) based on experience as they learn to construct meaning. At the beginning of the K-2 cluster, children require much direct teacher support. Media which are read, written, heard, viewed, or spoken will be shorter with fairly simplistic plots and concepts. Children's knowledge and use of conventions will be more personal and egocentric. As the children progress toward the end of the cluster, they will become less dependent on the teacher although frequent teacher support will still be warranted. The media that the children experience will steadily increase in length and complexity, and the learners will begin to be aware of the standard conventions.

English/Language Arts Practices

In the English/language arts curriculum, students should have guidance and frequent opportunities to:

1. read whole texts in their original versions, sharing written and oral meanings, not simply supplying workbook answers or responses to predetermined questions
2. read texts by authors of diverse backgrounds: e.g., ethnic, racial, gender, age
3. bring their own cultural values, languages, and knowledge to their classroom reading and writing
4. collaborate in writing many whole texts, not answers to exercises
5. read and write different kinds of texts for different readers: personal essays, informative writing, literature, and persuasive writing
6. learn grammar and usage by studying how their own language works in context
7. work with teachers and other students as a community of learners, observing their teachers as readers and writers
8. experience the interaction of reading, speaking, listening, and writing as reasoning and communicating acts
9. have their work assessed by many measures:
    a. portfolios of their writing
    b. extended oral and written responses to reading
    c. essay tests with sufficient time for planning and revising, scored by a variety of means: holistic, primary trait, analytic
    d. records of reading in class and outside class
    e. one-to-one or small group conferences
10. encounter and critique a diversity of print materials--books, signs, posters, brochures, and so forth
11. have their own work shared, displayed, or published

Taken from "NCTE's Position on the Teaching of English: Assumptions and Practices," Working Paper Developed by the Elementary, Secondary, and College Sections, 1988-89, for Planning and Articulation by Council Constituencies

KINDERGARTEN

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. approximate the reading of a patterned or familiar text;	Fairy tale; nursery rhymes; see the dog, see the cat; refrains
2. identify appropriate written materials for a given purpose;	Information book for science, recipe book for cooking, newspaper for current events, map for travel, poetry book, rhymes, bedtime storybook for pleasure, etc.
3. identify the letters of the alphabet;	Presented in random order
4. identify initial and final high frequency consonants by names and sounds from knowledge gained in meaningful context;	
5. use picture cues for meaning;	Student looks at story pictures to understand text and to predict unknown word or story event.
6. use labels in meaningful context;	Classroom labels, e.g., door, coat rack, calendar, names; global labels, e.g., MacDonald's, pizza, ladies, men
7. recognize own name in print.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen attentively to stories read aloud daily;
2. predict events of a story using picture cues before and during reading;

3. self-monitor to determine if meaning is clear using picture cues;
4. self-correct when meaning is not clear or when error is discovered;
5. demonstrate book-handling skills;

Point as they read; directionality, e.g., left/right, top/bottom, front/back, first/last concepts; turn pages in sequence

6. retell a story following a shared reading experience;
7. identify/discuss characters within a story;
8. make up an ending for a story read aloud.

Reading
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. choose appropriate material for a variety of reading purposes;

Enjoyment, information

2. read quietly for a sustained period of time every day;
3. communicate thoughts, feelings, judgments, understandings, and attitudes about reading material.

Written communication through letters, literature logs, journals, pictures, murals, story comparison charts; oral communication through dramatic re-enactments, discussions, music, story comparisons

Reading
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. read to and with others;

Heterogeneous groups, cross-age buddies, grandparents, volunteers, shared reading

2. look at books and pictures related to a central class theme;

Dinosaurs, holidays, bears, community helpers, native Americans, etc.

3. discuss a book/story read aloud;
4. listen to/view audio-visual materials related to books which have been read;
5. use reading for learning and thinking.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write/draw for a variety of purposes;

Write/draw pictures, labels, signs, captions; dictate to teacher

2. use some conventions of print
   a. demonstrate left-to-right progressions
   b. increase use of correct letter formation
   c. capitals;
3. write own name;
4. incorporate personal, high-interest vocabulary when writing;

Journals, letters, stories, labels, etc.

5. demonstrate some letter-sound correspondence in invented spelling.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen and contribute in group prewriting activities;

Charts, webs, pictures, discussion, brainstorming

2. dictate/write labels, sentences, and stories stimulated by real-life events;

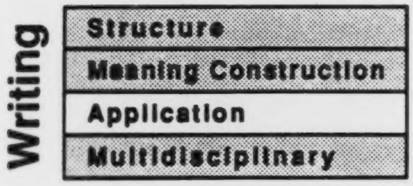
Descriptions of events, field trips, pets, family, etc.

3. use descriptive words when dictating or writing;

4. dictate a sequence of events;

Cooking, field trips, vacations, "how-to" projects

5. demonstrate the ability to discuss personal writing.


Writing
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. compose, draw, dictate, and/or write stories;

Shared writing

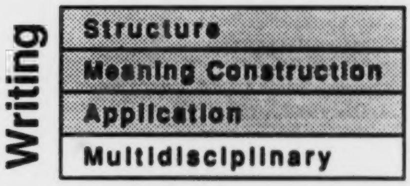
2. communicate, draw, dictate, print in written form for practical purposes;

Record of activities, job charts, directions/messages to friends

3. share compositions (drawn, dictated, written) with a variety of audiences;

Thank-you notes, invitations, telephone messages

4. contribute to a writing portfolio.


Writing
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. compose (draw, dictate, write) labels, captions, events, and stories in response to a theme or content area, topic, or story read aloud;

Animals, long ago, Native Americans, authors, Japanese culture

2. compose in small and large groups;

Shared writing, buddy writing, dictating to an adult, etc.

3. use a keyboard.

Computer or typewriter

Listening/ Visual Literacy
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen/view a variety of materials;
2. discuss a poem/rhyme, story, or informational piece;
3. discuss the beginning, middle, and end of a story;
4. identify consonants by name and sound from knowledge gained in meaningful context.

Read-alouds, videos, filmstrips, records, plays/ dramas, puppets, computer

Letter play (magnetic boards), shared reading, shared writing experiences

Listening/ Visual Literacy
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen and view to gather information from pictures, words, numbers, and sounds;
2. determine if stories are real or pretend;
3. follow a simple direction;
4. collect information relevant to a concept, theme, or activity;
5. self-monitor to determine if meaning is clear.

Pictures, records, models, videos

Listening/ Visual Literacy

Structure	▨
Meaning Construction	▨
Application	
Multidisciplinary	▨

The learner will

1. listen for a variety of purposes;

   Story enjoyment, information, directions, resource speakers, field trips, drama

2. respond to an orally presented story;

   Make predictions, web ideas, compare/contrast, relate to personal experience, reference main points.

3. respond appropriately to oral directions and questions.

Listening/ Visual Literacy

Structure	▨
Meaning Construction	▨
Application	▨
Multidisciplinary	

The learner will

1. demonstrate respect for the rights of speakers;

   Manners, smile, eye contact, extended attention, sitting still, facing speaker, taking turns to speak

2. recognize that there are different cultures and subcultures.

   Listen to books or view films incorporating holidays, celebrations, customs, languages.

Oral Communication

[✓ Structure]
Meaning Construction
Application
Multidisciplinary

The learner will

1. express complete thoughts;

   Sharing; interaction with classmates, teacher; house play

2. retell a story or relate an experience in logical order;
3. use vocabulary which has been introduced, used in themes, or used in topics studied in the classroom;
4. make appropriate word choices.

   Colorful adjectives/adverbs; relationship words (in, under, big, little, longer, etc.)

Oral Communication

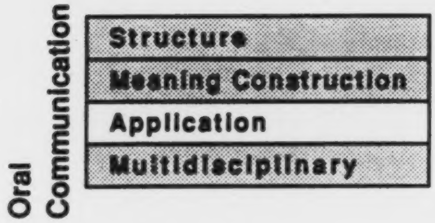
Structure
[✓ Meaning Construction]
Application
Multidisciplinary

The learner will

1. share experiences or a story;
2. describe an event, experience, or understanding;
3. ask questions for clarification or to extend knowledge/understanding;
4. give simple directions;

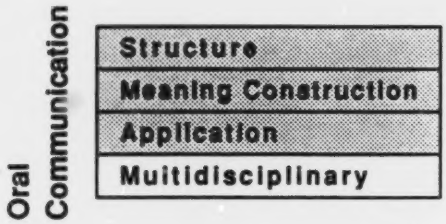
   Explain procedures to a friend; explain a game.

5. participate in small or whole-group discussions about stories heard, read, or written.


Oral Communication
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in dramatization;	Puppetry, choral reading, reciting nursery rhymes or poetry, plays, housekeeping, corner stores, etc.
2. retell a story or relate an experience or event;	
3. experiment with language;	Jokes, rhyming words, riddles, trying new words, nonsense words, made-up words
4. participate in peer group discussions.	


Oral Communication
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in shared reading and writing;	
2. cooperate within a small group;	Playtime, work, clean-up, murals, art, plays
3. record ideas, voices, and stories using technology.	Tape recorders, VCR, computers

PERFORMANCE OBJECTIVES
READING
KINDERGARTEN

1. After listening to a story, the learner will retell the story, as evidenced in part by the capacity to

   a. sequence the events;
   b. retell, with prompts, important parts of the story;
   c. tell the most interesting part of the story;
   d. compare and contrast different versions of the same story.

2. Given a series of pictures that tell a story, the learner will be able to demonstrate understanding of picture cues by placing the pictures in the correct sequence of events.

3. The learner will show understanding of a story heard, as evidenced in part by the capacity to do one or more of the following:

   a. draw a picture related to the story;
   b. dramatize the story;
   c. retell the story;
   d. approximate reading of the story.

4. The learner will begin to demonstrate relationships between letters and sounds.

PERFORMANCE OBJECTIVES
WRITING
KINDERGARTEN

1. The learner will produce various forms of writing appropriate for a given purpose, as evidenced in part by the capacity to

   a. write/draw stories, labels, sentences, poems;
   b. write own first name;
   c. dictate or approximate the writing of stories, personal or class experiences, labels, and poems.

2. The learner will demonstrate some conventions of print, including

   a. top-to-bottom;
   b. left-to-right;
   c. letter formation;
   d. letter-sound correspondence.

3. The learner will begin to approximate symbols and words orally and in writing, and when appropriate, through the use of technology, including computers and typewriters.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
KINDERGARTEN

1. The learner will demonstrate the ability to listen attentively to a variety of materials and give evidence of this listening by

   a. discussing poem/rhyme, story, or informational piece when finished listening;
   b. retelling a story or relating the experience in logical order;
   c. following simple directions;
   d. incorporating new vocabulary and ideas;
   e. identifying patterns (e.g., repetition, rhythm, rhyming) in communication.

2. The learner will discriminate between sounds (e.g., environmental, extraneous, warning) and language.

3. The learner will apply the different functions of listening, as evidenced in part by the capacity to

   a. listen to imagine;
   b. listen for information;
   c. listen for pleasure;
   d. listen to assess and evaluate.

4. The learner will demonstrate self-discipline, responsibility through respect for the rights of the speaker, as evidenced in part by the capacity to

   a. remain quiet while others speak;
   b. focus attention on the speaker.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
KINDERGARTEN

1. The learner will demonstrate the ability to record ideas, voices, and stories using tape recorders, VCR, and/or computers.

2. The learner will demonstrate the ability to share orally information and experiences.

3. The learner will demonstrate an awareness of effective speech practice, as evidenced in part by the capacity to

   a. imitate accepted speech patterns;
   b. repeat sentences;
   c. speak in unison;
   d. speak clearly and distinctly.

GRADE ONE

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

Comments/Activities

1. read a familiar story orally with fluency and expression;
2. integrate the three cueing systems when reading texts
    a. semantic cues
        - picture/visual
        - meaning
    b. structural cues
        - appropriate syntax
        - story structure
    c. grapho-phonetic
        - consonants
        - vowels
        - consonant clusters
        - suffixes.

Student asks self, "does it sound right," subject/verb agreement, verb tenses, etc.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen daily to stories read aloud;
2. demonstrate the ability to use prior knowledge during pre-reading activities;
3. use simple texts to gather information;
4. compare and contrast personal experiences/knowledge with events or characters within a story or text;

Comparison charts, brainstorming, discussion

5. predict story events using title and pictures before and during reading;
6. self-correct when miscues interfere with meaning;
7. read and discuss poetry, stories, and informational texts to develop appreciation of genre;

Literature logs, discussion, drama

8. identify and discuss characters of story or text;
9. discuss the setting of story or text;
10. discuss the main idea of story or text;
11. express thoughts and feelings toward the story or text.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. choose appropriate material for a variety of reading purposes (enjoyment, information, etc.);
2. read quietly for a sustained period of time every day;

Individual reading, SSR, buddy reading

3. demonstrate ability to use study skills;

Pictionary/dictionary, locate title, locate table of contents

4. communicate thoughts, feelings, judgments, understandings, and attitudes about reading material;

Write in literature logs, journals, murals, story comparisons, etc; share through discussions, skits, visual illustrations, music.

5. contribute to the literary environment of the classroom;

Examine books on display, use class library to research materials, read peer writing.

6. read assigned and self-selected, challenging children's literature;
7. maintain a record of books read;
8. read stories from a variety of genres.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. read to and with others;

   Heterogeneous groups, cross-age buddies, grandparents, volunteers, shared reading

2. read books related to a central class theme;

   Dinosaurs, holidays, bears, community helpers, Native Americans, minorities, math concepts, etc.

3. discuss in whole-class and small groups books read and heard;
4. engage in multimedia activities related to books and themes;
5. read to enhance thinking.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write/draw for a variety of purposes;

   Labels, journals, stories, thank-you notes

2. use conventions of print in purposeful writing activities
   a. correct manuscript letter formation
   b. directionality
   c. spacing
   d. capitals
   e. ending punctuation;
3. spell high-frequency words in purposeful writing activities;

   Word walls, story writing, invitations

4. demonstrate expanding knowledge of grapho-phonetic relationships when uncertain of correct spelling in written discourse;

   The use of invented or temporary spellings shows expanding knowledge.

5. write complete sentences, with teacher support;

Sentences are more meaningful when students write several sentences in the context of a story or personal experience.

6. identify relationships among and between words.

Beginning sound and clusters, rhyming, word families

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in group prewriting activities;

Brainstorming, webs, charts, pictures, discussions

2. write labels, sentences, and stories stemming from real-life events;
3. use descriptive words and phrases when writing;
4. write or dictate sequences of events;
5. self-evaluate writing to determine if thoughts are complete and clear.

Re-reading, partner reading, conferences, sharing

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write or dictate a story;

Shared writing, individual writing

2. engage in written communication on a daily basis;
3. write for assigned and self-selected purposes;
4. maintain a writing portfolio with teacher support;

5. participate in group editing;
6. share compositions with a variety of audiences.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. compose (draw, dictate, write) labels, captions, events, and stories in response to a theme or content area, topic, or story read aloud;	Animals, long ago, Native Americans, authors, Japanese culture
2. compose in small and large groups;	Shared writing, buddy writing, dictating to an adult, etc.
3. use a keyboard.	Computer or typewriter

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to and view a variety of materials appropriate to age/developmental levels;	Read-alouds, videos, filmstrips, records, plays/dramas, puppets, computer software, pictures
2. identify and discuss a poem/rhyme, story, or informational piece;	
3. identify and discuss sequences of events within a story;	
4. identify letters by name and sound in meaningful context;	

5. heed environmental signs and symbols;	Quiet signs, restrooms, stop signs, coat room, up/down staircases, fire drill, tornado, etc.
6. use vocabulary gained through listening/ viewing experiences.	Units, themes, interdisciplinary

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen and view to gather information from pictures, words, numbers, sounds, and stories;	
2. compare and contrast words, sounds, stories, and events;	
3. follow a simple direction involving a series of two or three steps;	
4. collect information relevant to a concept, theme, or activity;	Bring and share pictures, records, TV, models, videos, newspaper articles.
5. self-monitor to determine if meaning is clear;	
6. evaluate media presentation/material.	Real or pretend

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. identify the purpose of a listening/viewing experience;	Information, entertainment
2. respond to an orally presented story;	Make predictions, compare/ contrast, web ideas

3. use media to create and invent stories, games, graphic art, melodies, etc.;	Tape recorder, musical instruments, computers, variety of art supplies
4. collect information from media resources for classroom themes, topics, and purposes;	Pictures, newspapers, magazines, catalogs
5. follow a simple direction presented orally.	

Listening/ Visual Literacy

Structure	▨
Meaning Construction	▨
Application	▨
Multidisciplinary	

The learner will

1. demonstrate respect for the rights of speakers;	Manners, extended attention, sitting still, facing speaker, taking turns to speak, etc.
2. identify some features of different cultures and subcultures;	Listen to books or view films incorporating holidays, celebrations, customs, languages, media, etc.
3. participate in language experiences that contribute to interdisciplinary understandings, including compassion, courtesy, and tolerance.	Dramatization

Oral Communication

Structure	
Meaning Construction	▨
Application	▨
Multidisciplinary	▨

The learner will

1. express complete thoughts approximating correct grammar;	When young children are corrected during their talk, they limit future oral responses. Modeling is a more effective way to help students recognize standard forms.

2. speak effectively and clearly;
3. use vocabulary which has been introduced in themes or topics in the classroom.

Enunciation, volume, tone, sharing, retelling, reporting, conversing, indoor/outdoor voice

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. express experiences clearly and concisely;
2. participate in a discussion (including asking questions);
3. share experiences and/or information;
4. give simple directions or explain a process;
5. participate in small- and large-group discussions about stories heard, read, or written;
6. talk about different forms (pictures, words, numbers) which information can take.

News articles, current events, science topics

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in dramatization;

Puppetry, choral reading, reciting nursery rhymes or poetry, plays, housekeeping, corner stores, etc.

2. retell a story or relate an experience or event;
3. experiment with verbal language;

Jokes, rhyming words, riddles, trying new words, nonsense words, made-up words

4. participate in peer group discussions;
5. use oral communication to help solve problems.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in shared reading and writing;	
2. cooperate and practice self-discipline within a small group;	Cross-age, heterogeneous groups for activities such as playtime, work, clean-up, mural art, plays
3. record ideas, voices, stories, etc., onto media;	Charts, tape recorders, VCR, computers
4. relate customs, songs, etc., of cultures and subcultures;	
5. identify a global issue through an interdisciplinary, whole language experience;	Dramatization
6. relate details of an event in sequential order.	Field trip

PERFORMANCE OBJECTIVES
READING
GRADE ONE

1. Given the opportunity to read or listen to an appropriate text (including shared reading and read-aloud), the learner will

    a. integrate prior knowledge/personal experiences with events in the text;
    b. predict events;
    c. identify/discuss characters and setting;
    d. discuss the main idea;
    e. express thoughts, feelings, judgments, understandings, and attitudes in response to text;
    f. analyze the behavior of characters;
    g. attend to a self-selected text for a sustained period of time.

2. The learner will orally read a familiar text at the learner's level of instruction, as evidenced in part by the capacity to

    a. read with fluency and expression
    b. integrate the three cueing systems to maintain meaning (semantic, syntactic, grapho-phonetic)
    c. self-correct when miscues interfere with meaning.

3. Presented with a text to read silently at the learner's level of instruction, the learner will demonstrate comprehension of the material in part by the capacity to

    a. retell the story with prompts;
    b. draw in response to the story;
    c. tell the most interesting and important parts of the story to the teacher;
    d. write in response to the story.

PERFORMANCE OBJECTIVES
WRITING
GRADE ONE

1. The learner will produce various forms of writing, using a computer or typewriter when appropriate, to communicate meaning, as evidenced in part by

    a. writing on a self-selected topic related to personal experiences;
    b. writing in response to a picture;
    c. dictating a story in response to a self-selected topic;
    d. dictating a story in response to a prompt.

2. Given an assigned or self-selected prompt (picture, event, experience, discussion, literature, media), the learner will demonstrate some conventions of print, including

    a. left-to-right directionality;
    b. letter formation;
    c. spacing;
    d. capitalization;
    e. ending punctuation;
    f. letter-sound correspondence.

3. The learner will begin to evaluate writing by

    a. participating in peer-group editing;
    b. maintaining with teacher support a writing folder or portfolio which includes self-selected materials.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE ONE

1. The learner will listen to a variety of materials and show evidence of effective listening by

    a. discussing the poem/rhyme, story, or informational piece;
    b. following a simple direction involving a series of two or three steps.

2. The learner will exhibit behavior (e.g., compassion, diligence) that demonstrates recognition of the implications of a commitment to be an effective listener, as evidenced in part by the capacity to

    a. control personal chatter and remain quiet and attentive as the situation demands;
    b. ask peers for quiet when communication is being disrupted;
    c. establish eye contact frequently with the speaker;
    d. ask questions for clarification as needed;
    e. summarize what has been heard.

3. The learner will demonstrate the ability to identify meanings conveyed by facial expressions.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE ONE

1. The learner will begin to incorporate correct forms of oral communication into daily oral practice as evidenced in part by the capacity to

    a. enunciate clearly in an appropriate tone and volume for the speaking situation, e.g., indoor/outdoor, group discussion/individual speaking;
    b. express complete thoughts approximating correct grammar;
    c. use vocabulary introduced in the classroom.

2. The learner will demonstrate the ability to participate in various forms of oral communication, including

    a. dramatization;
    b. storytelling;
    c. group discussions;
    d. oral problem-solving.

3. The learner will incorporate the use of technology and oral communication by recording ideas, voices, etc., onto media such as

    a. charts;
    b. tape recorders;
    c. video recorders;
    d. computers.

Recommendations from the English Coalition Report

A child's world is rich with varieties of writing materials and media: billboards, neon lights, food labels, menus, bumper stickers, tombstones, post-a-notes, birthday cards, and cucumber-shaped pens. The classroom environment can make a very important connection between school and the world outside it by representing at least some of the diversity in writing materials and media that exists outside the school. This diversity can include

- variety in size, shape, texture, and color of "paper" (including poster board and stationery)
- variety of writing implements (including pencils, pens, crayons, novelty pens, felt-tip markers, typewriter, word processor)
- variety of resources (including word lists, thesaurus, spelling checkers, dictionary)
- variety of electronic devices (including tape recorder, record player, computer video camera, camera, movie camera)

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 10.

GRADE TWO

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

Comments/Activities

1. integrate the three cueing systems when reading texts
    a. semantic cues
        - picture/visual
        - meaning
    b. structural cues
        - appropriate syntax
        - syllabification
    c. grapho-phonetic cues
        - consonants
        - vowels (long and short)
        - irregular vowel combinations
        - prefixes
        - suffixes

Student asks self, "does it sound right," phrases, clauses, verb/noun agreement, verb tenses.

2. read orally, with fluency and expression, a familiar passage or story;
3. identify genres and the characteristics which support various classifications.

Poetry (rhyme, free verse, haiku, concrete, nonsense), fairy tale, mystery, picture, fantasy, biography, autobiography, humor, information (newspaper, dictionary, encyclopedia)

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen daily to stories read aloud;
2. use prior knowledge during pre-reading activities;

3. identify the main idea of a story or text;	
4. identify the supporting details within a story or text;	
5. identify the character traits of individuals within a story or text;	
6. restate the sequence of events within a story;	
7. compare and contrast personal experiences/knowledge with events or characters within a story or text;	Brainstorm, web, cluster, map
8. compare and contrast reading selections;	Stories, poems, informational pieces, etc.
9. predict outcomes and actions before and during reading;	
10. make judgments about values expressed in the text;	
11. express and support thoughts, feelings, judgments, interpretations, and attitudes toward the story or text;	Literature logs, journals, discussions, letters, essays, illustrations, drama, skits
12. read a variety of genres;	Poetry, stories, songs, information, comics, textbooks, etc.
13. self-correct when miscues interfere with meaning.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. choose appropriate material for a variety of reading purposes;	
2. read quietly for a sustained period of time every day;	
3. use study skills effectively;	Beginner's dictionary, identifies and uses cover/title, table of contents, index, title page, etc.

4. communicate thoughts, feelings, judgments, understandings, and attitudes about reading material;	Written communication through letters, literature logs, journals, pictures, murals, story comparison charts; oral communication through dramatic re-enactments, discussions, music, story comparisons, reading conferences
5. locate specific information to support interpretation;	
6. contribute to the literacy environment of the classroom;	Examine books on display, use class libraries and research materials, read peer writing.
7. read self-selected and assigned challenging children's literature;	
8. maintain a record of books read;	
9. read assigned and self-selected stories from a variety of genres.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. read to and with others;	Heterogeneous groups, cross-age buddies, grandparents, volunteers, shared reading, etc.
2. read books related to a central class theme;	Dinosaurs, holidays, bears, community helpers, Indians, minorities, math concepts, etc.
3. discuss books read or heard in large/small groups;	
4. develop multimedia projects related to books and themes;	Group/individual
5. read to enhance thinking.	

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write/draw for a variety of assigned and self-selected purposes;

   Labels, journals, stories, letters, reports, etc.

2. demonstrate the ability to use conventions of print in meaningful writing activities
   a. correct letter formation
   b. capitalization
   c. punctuation (ending punctuation; begin use of commas, apostrophes, and quotation marks);
3. demonstrate the ability to integrate spelling strategies in written context
   a. grapho-phonetic
   b. visual memory
   c. word knowledge;

   Developmental stages of spelling
   - prephonetic
   - phonetic
   - letter name
   - transitional
   - correct

4. write a variety of complete sentences in meaningful context;
5. write two or more sentences related to a theme;
6. demonstrate the ability to use descriptive language in writing;
7. identify relationships among and between words and use the knowledge in meaningful writing experiences.

   Rhyming words, prefixes, suffixes, word families, homonyms, antonyms, synonyms, root words, word play, brainstorming, webbing, jot lists, prewriting, shared reading/writing, mini-lessons

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in group prewriting activities;

Jot lists, webbing, list of topics, discussion, brainstorming, etc.

2. write stories, verse, and/or informational pieces related to interests, themes, events;
3. use an expanding repertoire of descriptive words and phrases;

Similes, metaphors, synonyms

4. write a sequence of events;
5. self-evaluate writing to determine if the intended message is conveyed.

Re-reading, partner reading, conferences, sharing.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write on a daily basis;

Journal writing; writing process, including prewriting, drafting, responding, revising, editing

2. compose a complete series of ideas in an organized, sequential manner;
3. incorporate information gained from media resources in writing about topics and themes;
4. use descriptive language and vocabulary when writing;
5. maintain a writing portfolio in which writing samples are kept for a variety of purposes;
6. share compositions with a variety of audiences.

Writing

▨ **Structure**
▨ **Meaning Construction**
▨ **Application**
Multidisciplinary

The learner will

1. compose in small/large groups and individually in response to content area themes, and stories;	Animals, language, native Americans, authors, other cultures through shared writing, buddy writing, dictation, etc.
2. use a keyboard with increased competence.	Computer or typewriter

Listening/ Visual Literacy

Structure
▨ **Meaning Construction**
▨ **Application**
▨ **Multidisciplinary**

The learner will

1. identify and discuss different forms of literature;	Poetry, plays, narratives, informational material
2. discuss the significant events within the beginning, middle, and end of a story;	
3. use vocabulary gained through listening/ viewing experiences.	Units, themes, etc.

Listening/ Visual Literacy

▨ **Structure**
Meaning Construction
▨ **Application**
▨ **Multidisciplinary**

The learner will

1. identify sources of relevant information;	Experiences, films, VCR, TV, records, newspapers, computers, encyclopedia, print, discussion, artworks, models

2. use media as resources for information, enjoyment/entertainment, appreciation, enrichment, and practice;
3. evaluate media presentations;

Real or pretend, honest presentation of information

4. collect and classify information relevant to a task or topic;

Concept, theme

5. interpret simple graphs;
6. follow directions involving multiple steps;
7. self-monitor to determine if meaning is clear.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use computers to support language development;
2. evaluate a media presentation related to a classroom theme;

Shared discussion, journals, folders, etc.

3. organize and categorize information from media sources;
4. be able to follow orally presented directions involving multiple steps.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. demonstrate respect for the rights of speakers;

Manners, extended attention, sitting still, facing speaker, taking turns to speak, etc.

2. identify customs and languages of cultures or subcultures;

Listen to literature and music of cultures, view/listen to a variety of audio/visual programs regarding global and multicultural issues.

3. examine a global issue (e.g., honesty, courage) following a listening/viewing experience.

Environment (whales, forest, clean air), use whole language, multidisciplinary experience.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. express complete thoughts using increasingly correct grammar;
2. speak effectively and clearly;

Enunciation, volume, tone, rate, expression

3. use vocabulary which has been introduced in themes/topics within the classroom;
4. focus on the topic being discussed.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. express ideas and experiences clearly and concisely;
2. participate productively in a discussion as evidenced by
   a. asking relevant questions
   b. staying on topic.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. present an oral report;
2. monitor listener's response to determine if purpose is achieved.

Questioning; observing body language, facial expressions; listening to response, etc.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in dramatizations;
2. retell a story/experience in sequential order;
3. experiment with verbal language;

Using jokes, rhyming words, riddles; trying new words, nonsense words, made-up words

4. participate in peer group discussions;
5. use an increasingly rich vocabulary when speaking;
6. give an oral report related to a class topic or theme.

PERFORMANCE OBJECTIVES
READING
GRADE TWO

1. The learner will orally read a familiar text, as evidenced in part by the capacity to
   a. read fluently with appropriate phrasing;
   b. integrate the three cueing systems (semantic, syntactic, grapho-phonetic) to maintain meaning;
   c. retell the story;
   d. write in response to the story.

2. The learner will successfully use a variety of strategies, when encountering difficulty in reading at the learner's level of instruction, as evidenced in part by the capacity to
   a. integrate context cues
      - meaning/picture cues (semantic)
      - structural cues (syntactic)
      - visual/phonetic cues (grapho-phonetic);
   b. read on to end of sentence;
   c. start sentence again and re-read;
   d. self-correct when errors interfere with meaning.

3. Given a text to read silently, the learner will demonstrate comprehension of the material, in part, by the capacity to
   a. retell the story;
   b. write in response to the story;
   c. tell the most interesting and/or important parts of the story to the teacher;
   d. identify the main idea;
   e. identify supporting details.

4. Given the opportunity to read or listen to assigned and self-selected texts from a variety of genres, the learner will
   a. relate personal experiences/knowledge to characters and events in text;
   b. predict outcomes;
   c. sequence events;
   d. identify details and main idea;
   e. locate specific information.

5. The learner will read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude, related to silent reading, as evidenced in part by the capacity to

   a. stay engaged with what is being read for the allotted time;
   b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
   c. re-read when meaning is not clear or is disrupted;
   d. self-correct errors so that meaning and interest are maintained;
   e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
   f. respond to opportunities to discuss what has been read;
   g. recommend books read to peers.

PERFORMANCE OBJECTIVES
WRITING
GRADE TWO

1. The learner will produce various forms of writing on a daily basis, appropriate for a given purpose, as evidenced in part by the capacity to

   a. choose appropriate topics on which to write;
   b. write in response to a given prompt (topic, picture, etc.);
   c. write stories, verse, and/or informational pieces related to interests, themes, or events;
   d. compose a complete series of ideas in an organized, sequential manner.

2. The learner will demonstrate knowledge of the writing process, as evidenced in part by the capacity to

   a. use prewriting techniques to develop ideas;
   b. draft ideas;
   c. revise by adding or deleting details;
   d. edit with peers;
   e. publish writing for a limited audience, e.g., principal, parent, peer.

3. The learner will produce written material that demonstrates knowledge of grammar, mechanics, and usage appropriate to the learner's level of instruction, as evidenced in part by the capacity to

   a. self-correct spellings of high-frequency words on final draft;
   b. correctly use capital letters on final draft (beginning of sentences and proper nouns);
   c. correctly use end punctuation on final draft.

4. The learner will use computers with greater efficiency to support language development.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE TWO

1. The learner will listen to a variety of materials and show evidence of listening, as demonstrated in part by the capacity to

   a. identify and discuss different forms of literature;
   b. discuss significant events within a story;
   c. use vocabulary gained through listening/viewing experiences;
   d. interpret simple graphs;
   e. follow directions involving multiple steps;
   f. organize and categorize information from media sources;
   g. evaluate a media presentation related to a classroom theme.

2. The learner will identify cultural differences (e.g., courage, self-respect, responsibility) in verbal and nonverbal communication.

3. The learner will demonstrate the ability to identify descriptive words and phrases heard in stories and speech, and explain their importance to the development of interesting material.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE TWO

1. The learner will exhibit signs of an increased awareness of acceptable oral communication, as evidenced in part by the capacity to

   a. express thoughts using increasingly correct grammar;
   b. speak using increasingly better and appropriate enunciation, volume, tone, rate, expression, and vocabulary;
   c. focus on the topic being discussed;
   d. present an oral report related to a class theme or topic;
   e. participate in peer group discussions;
   f. participate in dramatizations;
   g. experiment with verbal language.

2. The learner will demonstrate the ability to engage in simple introductions and greetings.

GRADES

THREE - FIVE

Most students in this cluster have language processes in place and are able to use them to learn about the world and to learn more about learning itself. Students will spend more time using language independently although teacher support must be readily available. Teachers must continue to demonstrate and model effective language usage and include more questions, suggestions, and opportunities for students to pursue areas of personal interest. Texts become increasingly longer and more complex. Writing tasks become more transactional as students move from strictly personal writing for their own enjoyment into writing that informs and which affects broader audiences. The conventions of written and spoken English are attended to in editing writing and on occasions when formal speech is required. As students move through the cluster, their ability to use the language processes for expanded purposes increases. They are capable of experiencing, remembering, and using the texts they have encountered in various media. Independent and small-group work becomes more important instructionally.

Recommendations from the English Coalition Report

Climate

The climate of the classroom is shaped by the interplay of organization, management, physical environment, and especially by the tone of interactions between teacher and learners. Climate becomes the invisible teacher in the classroom, establishing the foundation for the intellectual, social, and emotional development of the child. We believe that the most effective classrooms convey a sense of order through an environment that is predictable in its schedule and management, as well as in its tone. The security of this environment establishes the foundation for intellectual exploration and risk-taking so necessary for active learning.

The classroom climate must be an honest reflection of the teacher's individual style. Effective climates occur when the teacher has given much thought and preparation to organization and implementation of the structure for the classroom. The teacher knows that there must be limitations and guidelines so that children can engage in real learning experiences, explore options, and make choices in using language to learn.

When teacher and children come together the first day of school, they begin to create a classroom climate. The perceptive teacher listens to children, observes the ways they learn, and finds a variety of strategies to engage children in learning, thus establishing a nurturing climate. Slowly and carefully, teacher and children build a predictable yet fluid structure, within which there is a sense of order as well as freedom of exploration and open interaction. Teacher and children respect and value each other in this climate, as they continually shape a community in which individuals flourish as well as participate as integral members of the group.

Crucial elements that contribute to the climate of the classroom include time, responses, and trust and responsibility.

Time

Children need chunks of time each day to engage in language activities for real purposes. The pace of the classroom is determined partly in response to the development and inquiry of the child. Time is also devoted to play and reflection, because these are valued aspects of learning and growth.

Responses

Teachers need to respond to children in ways which enable the children to explore options, make choices, and participate in meaning-making experiences. Teachers not only bring their expertise and authority to interactions with children, but also nudge and question to stimulate thinking and to enable children to ask their own questions and seek answers.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, pp. 12-13.

GRADE THREE

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. identify elements of fiction and nonfiction;	Children should keep a reading folder or sheet that indicates the types of books read and their overall evaluation. They should try to read a variety of genres and authors/illustrators.
2. read assigned and self-selected nonfiction;	
3. integrate cueing systems while reading: literary structure, semantic, syntactic, grapho-phonetic;	Tape record learners' reading from prepared pieces to show their ability to integrate systems. They can then review their reading and reflect on how they handled miscues. This is often referred to as "retrospective analysis."
4. be able to identify and use vocabulary when responding to readings;	Use semantic webbing for new and interesting vocabulary. This helps learners to see the interrelationships of words and will aid in predicting meanings within context.
5. explain author's use of vocabulary during group reading discussions;	
6. be able to use dictionary to verify spelling and extend meaning of words;	Semantic webbing encourages use of dictionary for verification and synonym connections.
7. identify signs and symbols used across the curriculum;	
8. identify affixes and root words;	Also enhanced with semantic webbing. Make up new words based on meanings of affixes.
9. compare and contrast works of a favorite author.	Have author/illustrator of the month. Make charts of written and artistic styles for comparison and contrast.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. exhibit ability to select appropriate reading materials for enjoyment and information;	
2. respond, with teacher assistance, to material read beyond factual statements: analyze, infer, critique, summarize, evaluate, synthesize;	Sequence, select a favorite version of a story, identify specific details, explain a favorite part of a story, compare and contrast events, discuss cause and effect, etc.
3. use predicting and confirming strategies to achieve meaning while reading;	List, web, map, retell
4. stop at appropriate places while reading to confirm or alter previously made predictions;	Monitor reading, list, web, discuss.
5. locate information to gain knowledge about a topic or theme;	Conduct interviews, observe, gather sources, cluster, brainstorm, categorize, keep learning logs.
6. list characteristics of various genres;	In theme studies, chart similarities/differences between books being discussed.
7. demonstrate the ability to relate new concepts to prior knowledge.	Have students write about what they know on a given topic before reading a selection that explores the topic. After reading the selection, students can revise their journal entry to include new concepts and information.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage daily in teacher-monitored, sustained silent reading from self-selected material;

Teachers must also be engaged in silent reading to serve as a model. Parameters need to be set, as a class, as to the "rules" to follow during SSR (seating, quiet time, abandoning a book if it is an inappropriate choice).

2. begin to adjust reading strategy and reading rate depending on purpose;

Self-question during reading, re-read sections for meaning, read an entertaining story quickly but slow down for an informative magazine article, use picture clues and book structure clues, etc.

3. justify choice of materials related to purposes;

Readers should be able to explain orally or in journal entries why they selected certain books, articles, stories, etc., and not others.

4. respond to reading through oral discussions, writing, and drawing;

Nancie Atwell suggests that young readers should engage in the same behaviors that literate adults engage in when discussing what they are reading. This might mean writing to each other about their books, keeping reading logs, having small-group discussions, or presenting a book review.

5. read to make decisions and solve problems;

Demonstrate the effective uses of reading to solve problems, make decisions, gain new understandings through the content areas. Questions and information related to social studies, science, and health are especially applicable.

6. use library resources;

Take children to school library at least once a week and guide them in choosing books as well as in being aware of how they attack making reading decisions. Encourage children to visit library independently. If you have a class library, show children how to keep the books in order so they can be easily retrieved.

7. maintain a list of books read;

Students may keep a list in a literacy portfolio, keeping track of titles, authors, and illustrators as well as making a few comments about the books. Such a list is also valuable for parents and for next year's teachers.

8. demonstrate a positive attitude toward reading and an interest in books.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. explain the need for individual human rights and freedom (e.g., tolerance, self-respect, integrity) using examples from literature and other media;
2. construct meaning in collaboration through discussion;

Participate in peer conferences, response groups, shared writing, and joint creative efforts.

3. select resources related to a class theme;
4. participate in group discussion after shared reading;
5. experiment with electronic media;
6. use reading as a tool for learning and thinking;
7. participate in the selection of topics/themes when appropriate;
8. extend understanding of the uniqueness and universality of human experiences through multicultural literature.

Create and invent stories, games, graphic arts, and melodies.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. web, list, and/or cluster when preparing for writing;	These organizational patterns help writers connect their thoughts and develop ideas and details before writing.
2. vary sentence patterns when revising;	Sentence combining strategies, declarative and interrogative sentences, synonym substitution, samples of student and teacher writing with varied sentences highlighted.
3. demonstrate the ability to experiment with synonym substitutions in writing;	Use simple thesaurus, develop own word bank.
4. exhibit an awareness of word meaning and spelling patterns;	Cluster words for spelling patterns, develop generalizations, web word meanings.
5. spell conventionally in final drafts;	Editing task for noticing misspelled words
6. use punctuation and capitalization appropriately in final draft;	Quotes, apostrophes, commas, periods, proper names, question marks
7. use appropriate letter formations when writing in cursive;	
8. write legibly in final draft;	
9. demonstrate ability to do informational and narrative writing.	

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. exhibit the ability to select appropriate materials in preparation for personal and informational writing;	Interview, observe, cluster, brainstorm, categorize, list what is known and what needs to be investigated, etc.

2. prepare prewriting information in meaningful ways to support the writing process;
3. demonstrate the ability to seek information, ask questions, evaluate, and take risks while writing;
4. write to make sense of what is being learned;

Keep selected learning logs in content areas. "Talk-back" cards can be used after a new concept is presented to class. Children write a summary or a question to the teacher related to the new idea.

5. experiment with word processing programs in a variety of ways to construct meaning.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write daily for a variety of purposes and audiences;

Students do not need to write a new piece each day; rather they should be engaged in composing every day, whether prewriting, drafting, or revising a piece of writing. They should experience the entire writing process.

2. develop pieces of writing which include a beginning, middle, and end;

When students write about personal experiences and other things that really happened, they tend to have enough information to develop the middle fully. Writing about events and experiences also helps students improve their ability in reading to retell a story.

	Grade Three
3. engage in peer conferences to clarify meaning in preparation for revision;	Develop guides for peer conferences through group demonstrations of conferences. Simulate a conference with one of the children, another teacher, or a child who has experienced conferences (fourth grader).
4. choose appropriate pieces to bring to publication or to place in a portfolio;	Keep a writing folder of all pieces begun and/or finished. Along with teacher, student begins to develop a sense of evaluation in choosing pieces to bring to publication and ultimately, pieces to include in writing portfolio. Students learn valuable skills when they judge their own writing in order to select the best.
5. use revising strategies;	Revising is a skill that one develops. Do not get discouraged if children do not immediately begin to revise. Many demonstrations and mini-lessons need to take place before it clicks. Use revising checklists, questions, praise-question-polish techniques.
6. be an active participant in the literary environment of the classroom.	Students help design displays for bulletin boards, provide published writing, select writing of peers and professionals, share books and ideas.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use computers in writing activities;	Use word processing, publishing, and graphics.
2. participate in a variety of writing activities in collaboration with peers in response to content across the curriculum;	Create stories, reports, drama, etc.
3. use writing as a tool for learning and thinking across the curriculum.	Learning logs, journals, and reading logs

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. identify fantasy, science fiction, and other genres when listening and viewing;	Teacher should read aloud from a variety of genres-folk and fairy tales, fiction, realistic fiction, poetry, picture books, informational books, fantasy, and science fiction (John Christopher, Lloyd Alexander).
2. explain elements of propaganda in advertising when listening and viewing;	Use advertisements from newspaper, radio, and television to illustrate propaganda techniques. Have children write and illustrate their own advertisements for favorite books, foods, recreational activities. Connect to social studies, science, health units.
3. recognize elements of acceptable oral language delivery systems;	Critique a news presentation or a television program. Develop acceptable criteria for an oral presentation.
4. ask appropriate questions related to vocabulary usage during listening and viewing;	Students listen to a story or an event and learn to develop appropriate questions related to meaning. Begin with class development of questions, group development, and then individual questions.
5. identify elements of effective communication styles.	Show videos which illustrate effective and ineffective presentations. Develop a class list of appropriate criteria for evaluation. Begin to apply the criteria for class presentation.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. exhibit the ability to select appropriate information from viewing and listening related to a central theme;	Connect to theme study. Read books, show film/ photos, listen to records and then have students list, describe, state important information from media.
2. develop criteria for evaluating information when listening and viewing;	Teach students to listen—not to words, but to meaning—between and beyond the lines.
3. suggest ways material heard or viewed could be more effectively presented;	Begin to establish criteria for class presentations after seeing taped presentations or simulations.
4. retell a story after viewing and/or listening;	Retell to a younger child, tape record, draw events, dramatize.
5. confirm or reject predictions;	Use predicting strategies which are listed on board and then accepted or rejected as necessary.
6. listen actively to presentations.	When reading to children, listening to a record, or watching a visual stimulus, have children clear their desks and attend to material.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage in active listening during story time and discussions;

Provide listening time where children focus on material being read. Some teachers allow children to complete work and/or draw during this time. Provide time for children to sit on the floor or in a circle, as a community of listeners and learners.

2. use a variety of media for communicating ideas;
3. respond in a variety of ways after listening to a story.

When children are given the opportunity to share new learnings or responses to their reading, allow them to use a variety of response media. Demonstration of the appropriate uses of these materials is essential.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen and respond to various selections to explore language differences;
2. examine personal attitudes (e.g., diligence, self-respect, honesty) related to cultural diversity through various media resources;

Films, tapes, illustrations, etc.

3. identify the contributions of self and others within the group;
4. exhibit appropriate interpersonal skills;
5. identify cultural and gender stereotypes.

Be a good listener, take turns talking, look at the speaker, provide nonverbal feedback.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. deliver an appropriate formal/informal presentation for a younger class;

Have students visit kindergarten or first-grade classes to present what they have learned, made, or written in an informal or formal setting. Students can present to whole class (formal) or work in groups (informal). You could video or audiotape this interaction to discuss grammar, inflection, eye contact, developing poise, etc.

2. speak to a group of peers with/without written notes;
3. take turns when participating in a group discussion;

Tape record group discussions to assess "turn-taking" strategies which are essential in effective group discussions and cooperative learning situations.

4. choose appropriate language for situation and type of audience;

Connect preparing for an oral presentation to a revising activity where the appropriate use of language needs to be considered for differing audiences and purposes. Could also use simulations depicting family and social events that require planning to get your idea across.

5. use new vocabulary in informal and formal discussions.

Encourage students to use notes, questions, interesting facts, etc., when participating in group discussions so they can practice using new vocabulary in meaningful ways.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. share personal experiences and understandings orally;	Provide time for oral sharing. Get children in a circle and learn to attend to speaker. Demonstrate appropriate questioning and response techniques.
2. present information to peers in formal, semiformal, and informal situations;	Developed information should be shared with peers. Topics - favorite author, book, science information, how to play a game, etc.
3. gather and organize information in preparing for oral communication;	Show children how to prepare for a talk by listing information to be shared and deciding if artifacts are available and important. Groups of children to present new information to younger children, visit a nursing home, present to parents, etc.
4. interact with the audience after an oral presentation to determine if intended meaning has been conveyed;	Prepare list of questions, discuss in small group, ask certain members of the audience to monitor for clarity of specific points.
5. be able to ask for clarification.	Use webs, models, graphs, maps, flow charts, time lines, and categories. Develop structured overviews.

Oral Communication

Structure ▨
Meaning Construction ▨
Application
Multidisciplinary ▨

The learner will

1. engage in oral language experiences daily for a variety of audiences and purposes;	Provide time for children to share ideas, books they are reading, pieces they are writing, interesting things they have learned, etc. Check to see how many opportunities children have to practice their oral communication skills beyond just answering questions. They even have to learn to argue effectively without shouting, calling names, or hitting. Provide simulations to learn to defend a position, etc.
2. develop strategies to share ideas and published pieces.	Maintain a class list of ways to share ideas and published pieces orally.

Oral Communication

Structure ▨
Meaning Construction ▨
Application ▨
Multidisciplinary

The learner will

1. use language effectively when speaking with peers and students from other grade levels;	Shared writing and reading projects
2. create a project and describe it to peers;	Take a turn in the author's chair, talk about what has been created.
3. demonstrate a sense of community through participation in an oral presentation.	Participate in a readers' theater, develop and present a play, etc.

PERFORMANCE OBJECTIVES
READING
GRADE THREE

1. Given a variety of fiction and nonfiction to read silently, the learner will

    a. identify literary elements such as characters, plot, setting;
    b. identify the structure of nonfiction (table of contents, key words, headings);
    c. respond to comprehension questions with teacher assistance: analyze, infer, critique, summarize, evaluate, synthesize;
    d. participate in group discussion related to reading;
    e. read widely from a variety of genres.

2. The learner will decode new words while reading, using semantics, syntax, and grapho-phonetic systems.

3. The learner will read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude related to silent reading, as evidenced in part by the capacity to

    a. stay engaged with what is being read for the allotted time;
    b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
    c. re-read when meaning is not clear or is disrupted;
    d. self-correct errors so that meaning and interest are maintained;
    e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
    f. respond to opportunities to discuss what has been read;
    g. recommend books read to peers.

4. The learner will select fiction and nonfiction materials from the library in response to varying criteria.

PERFORMANCE OBJECTIVES
WRITING
GRADE THREE

1. The learner will be able to prepare for writing a fictional or informational piece by

    a. using a variety of prewriting strategies--webbing, listing, clustering, brainstorming;
    b. gathering appropriate information prior to writing.

2. The learner will demonstrate knowledge of the writing process, as evidenced in part by the capacity to

    a. use prewriting techniques to develop and order ideas;
    b. draft quickly without interruption;
    c. revise by adding or deleting details;
    d. edit with peers;
    e. develop criteria for evaluating own writing;
    f. publish writing for a limited audience, e.g., principal, parent, peer.

3. The learner will be able to develop a piece of fiction and nonfiction writing for publication by

    a. revising initial draft for variety of sentences;
    b. applying knowledge of beginning, middle, and end;
    c. using appropriate nouns, verbs, adjectives, and adverbs;
    d. editing writing for conventional spelling;
    e. editing writing for appropriate punctuation.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE THREE

1. The learner will demonstrate increasingly sophisticated and appropriate grade-level listening/viewing skills, as evidenced in part by the ability to

   a. identify different forms of material read aloud, e.g., fiction, nonfiction, science fiction, informational writing, and propaganda;
   b. recognize elements of acceptable oral language delivery systems and styles;
   c. develop criteria for evaluating information when listening and viewing;
   d. listen actively and appropriately to oral presentations.

2. The learner will demonstrate the ability to identify and control internal (e.g., daydreaming) and external (e.g., faking attention) distractions for effective listening.

3. The learner will demonstrate the ability to predict outcomes while listening or viewing.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE THREE

1. The learner will demonstrate appropriate grade level communication skills, as evidenced in part by the ability to
   a. engage in oral language experiences daily for a variety of audiences and purposes;
   b. gather and organize information for an oral presentation;
   c. choose appropriate language for the situation and audience;
   d. use inflectional tone to convey an emotion.

2. The learner will demonstrate the appropriate use of the telephone for business and social calls.

Recommendations from the English Coalition Report

In a web, teachers and children brainstorm about a topic (e.g., a theme, concept, book) and plan activities that are interdisciplinary. For example, a child who is building and flying paper airplanes may also be mathematically measuring flight distances, drawing up plans, hypothesizing, reading books about flight, and perhaps explaining the concepts behind the activities through oral and written language.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 6.

GRADE FOUR

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. compare and contrast elements of various text structures;	Use story mapping to develop concepts of text structure.
2. chart similarities and/or differences of genres;	
3. compare/contrast works of a favorite author or illustrator;	
4. read assigned and/or self-selected texts including science fiction or fantasy;	
5. apply new vocabulary knowledge when writing and discussing materials;	Keep own dictionary of new and interesting words for discussion and for writing.
6. cluster words based on similarities;	Web words for similarities.
7. explain meaning of signs and symbols used in content area texts.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	
1. become increasingly proficient at selecting appropriate materials for enjoyment and information;	Responses to reading material and conferences will give you insight into a child's ability to choose appropriate materials.

2. respond, with teacher assistance and independently, to text beyond literal statements in fiction and nonfiction: analyze, infer, critique, summarize, evaluate, synthesize, compare and contrast, etc.;	In discussion groups, lead children to ask their own questions that go beyond literal recall. Use charts to compare and contrast, critique according to criteria that class has established and that meet characteristics of that genre.
3. demonstrate the ability to make connections between prior knowledge and new information;	In addition to continued and sophisticated webbing, clustering, and listing, use K-W-L strategy: What I think I KNOW; WHAT I want to learn; What I have LEARNED. (especially helpful in nonfiction reading)
4. apply self-correcting strategies when meaning has been changed or lost;	Have students tape-record their reading of challenging material and listen for strategy being employed for achieving meaning. Could also have buddy reading after children have learned variety of self-correcting strategies so that they can help one another.
5. locate information to gain further understanding of a topic or theme;	Use tables, pictures to gain new understandings. Connect to content areas.
6. explain how literature reflects various periods of time;	Begin to use historical fiction in connection with social studies, evaluating texts that reflect understandings of that time and compare to current information. In reading literature, the use of folktales and fairy tales, classics, historical fiction, and multicultural literature leads to interesting discussions of time periods, language, and customs. (The Whipping Boy, The Secret Garden, Woof, Call It Courage)
7. demonstrate the ability to articulate patterns and relationships among and between genres that influence meaning;	Call attention to book structure and writing style that help to construct meaning.

8. demonstrate fluency when reading familiar text aloud.

Have children prepare audience-type oral readings for peers or younger children. They must practice their oral reading with a peer, adult, or tape recorder prior to the actual reading.

Reading

- Structure
- Meaning Construction
- **Application**
- Multidisciplinary

The learner will

1. engage in daily sustained silent reading from self-selected material;

As teacher, you are also engaged in SSR to serve as a model and show children your reading interests in both children's literature and adult reading materials.

2. justify choice of materials related to purposes;
3. respond to reading through oral discussions, writing, and presenting;

Children can "present" their interpretations through drama, pantomime, explanation of art project, etc. This also connects to speaking objectives.

4. choose appropriate materials to solve problems and make decisions;
5. demonstrate a positive attitude toward reading and an interest in books;
6. use library to locate specific information for research purposes;

Expose children more formally to the use of various resource materials available for informational research.

7. refine ability to compare and contrast works of a favorite author;

Make comparison charts of author studies--characters, plots, style, use of descriptions, etc. This also connects well to the study of writing.

8. use appropriate sections of texts to locate information;	Demonstrate uses of headings, index, glossary, bibliography, graphs, etc., to gather information from texts.
9. maintain a list of books read.	Use a reading folder: title, type of book, and rating for each on inside covers. Responses to literature, both written and pictorial, may be placed in folder for evaluation.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. explain the need for individual human rights and freedom through an exploration of literature and other media;
2. refine ability to construct meaning in collaboration with others;
3. choose appropriate materials related to a class theme;
4. use reading as a tool for learning and thinking across the curriculum;
5. participate in the selection of topics/themes when appropriate;
6. extend understanding of the uniqueness and universality of human experiences (e.g., compassion) through multicultural literature.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write appropriately for different audiences and purposes;	A variety of writing activities–to inform others, to persuade, to write a report on a topic or theme—for meaningful and authentic purposes
2. use appropriate prewriting activities;	Webbing, clustering, listing, reading, finding information, writing note cards, outlining
3. demonstrate the ability to use sentence-combining as one technique when revising;	Plan revising and editing conferences with teacher and peers. Demonstrate revising and editing with class, showing use of sentence combining, variety of sentence patterns, how to vary beginnings of sentences, and transitions between thoughts.
4. expand vocabulary in written pieces by using various resources including thesaurus and dictionary;	Dictionary use, thesaurus, word bank of own words that are used in writing
5. identify and correct misspelled words during editing process;	Peer and teacher conferences for editing, individualized list of difficuit-to-spell words in writing folder
6. write legibly in final draft;	
7. demonstrate the ability to use narrative, expository, and poetic structures when writing.	Show uses of forms of writing through good literature related to narrative, expository, and poetic pieces. Relate choice of style to purpose and audience.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use a variety of strategies to show the ability to make connections between prior knowledge and new information during the writing process;

Have students keep a record of materials used prior to and while writing.

2. demonstrate the ability to use the writing process to make sense of material being composed;

Attach prewriting materials to final draft placed in folder and/or portfolio.

3. re-read pieces prior to revising to determine if ideas and concepts are clearly stated;

Observe during conferences and while child is writing. NOTE: The more opportunities the students have for writing authentic, meaningful pieces for appropriate audiences, the more they will be aware of writing to construct meaning. Lessons should be prepared to make the reading/writing connection - use published authors' materials and children's work.

4. use various technology to construct and convey meaning.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write daily for a variety of purposes and audiences;

Student writing may include journals, learning logs, responses to readings, and/or informational pieces. Take advantage of the content areas in providing opportunities for meaningful, daily writing.

2. use writing to clarify meaning when engaged in research, problem-solving, and decision-making;	This is easily done in mathematics by having students explain a concept to another through writing.
3. engage in peer conferences to begin to evaluate writing;	Begin with group evaluation of a piece of writing. Use writing of a child from another class or make one up yourself that demonstrates a skill you want to share. Class develops a list of characteristics that make an acceptable piece of writing.
4. choose appropriate pieces of prior writing to bring to publication or to place in portfolio;	Keep a writing folder from which material can be chosen to bring to publication and/or placed in portfolio.
5. be an active participant in the literary environment of the classroom;	
6. use various resources to expand vocabulary during the writing process.	Show use of thesaurus, word banks, vocabulary words found in readings, etc., that will aid writer during the development of a piece.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. compose pieces of writing on a computer;	
2. respond to integrated curriculum themes individually and collaboratively through a variety of writing experiences;	Essay, reports
3. use writing as a tool for learning and thinking across the curriculum.	

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. identify genre including fantasy and science fiction when listening and viewing;	Read aloud from a variety of genres and develop themes that move students to reading materials that include fiction, realistic fiction, historical fiction, informational books, poetry, biography, mystery, etc.
2. identify literary elements of style when listening and viewing;	"Discussion of literary form should be introduced where it leads to a richer understanding of a book and then only after children have had time to respond to it personally." (Huck, Hepler, Hickman, 1987, page 632.) Some components of literature are plot, characterization, theme, style, setting, point of view. Some literary devices are symbols, metaphor, imagery, use of flashback.
3. evaluate use of language during listening and viewing activities;	After viewing films, hearing or reading written texts, discuss appropriate use of language style including vocabulary. This activity can be applied to group revising and editing strategies which will eventually transfer to students' own reading and writing abilities.
4. rephrase confusing statements after listening and/or viewing;	Encourage students to ask questions and to clarify information during and after listening and viewing. Demonstrate by rephrasing students' statements and written statements found in newspapers, etc., to elicit clarity.

5. identify dialect differences in various listening experiences.	Students should not make fun of people with dialect differences. In order to sensitize students to differing dialects, teachers could read aloud stories written in dialect or share tape recordings of dialect readers and storytellers.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. collect information and prepare notes related to a thematic topic of study;	Show technique of taking notes from resources. Use listing, note cards, etc.
2. evaluate on the basis of predetermined criteria, information gathered from viewing and listening;	Create class criteria for evaluating presentation. Distribute criteria and use.
3. compare and contrast information heard or viewed about a topic;	Use charts to compare/ contrast. Connect to concept of prior knowledge which might affect information gained.
4. listen and view to identify main ideas and supportive details;	Prepare children for viewing and listening by activating prior knowledge or getting children to predict. After the experience, children will draw, write, tell, and discuss the main ideas and supporting details in collaborative ways.
5. make predictions about material that is to be viewed and alter predictions as needed during each viewing;	After making initial predictions, children will raise their hands when they want to make a change in the predictions during an oral reading.
6. state and/or list new information gained from viewing and listening experiences.	Children will list new information individually and then discuss. From this information, the teacher will be able to make decisions as to what strategies need to be taught to develop this skill.

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Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage in active listening during story time, discussions, and peer presentations;

Develop a list of expected audience behaviors with the class. Both informal and formal situations should be provided.

2. use computers and other technology for presenting and publishing pieces;

There are many computer programs available for word processing that are accessible for children to use. Check availability of spellcheck programs, especially those that offer suggested spellings. Caution children to be aware of homonyms.

3. respond in various ways after listening to a story;
4. be able to add new information into a prepared data base.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen courteously and respond honestly to diverse literary works that represent various cultures and genders;
2. demonstrate ability to choose appropriate media to clarify attitudes toward cultural diversity;

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3. demonstrate the ability to accept contributions of group members;
4. exhibit appropriate interpersonal skills:
5. examine cultural and gender stereotyping and mind sets.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. deliver an appropriate formal/informal oral presentation to peers;

Use a content area; have students present their learnings to peers in informal and formal presentation, attending to poise, grammar, syntax, usage, etc.

2. speak to a group of people with/without written notes;

Opportunities for students to present information to other persons with or without notes can be connected to all areas of study. These presentations can be to parents, visitors to the school, nursing home inhabitants, etc. Pen pals from another state can be contacted with videotapes of your school and community events, etc.

3. present a prepared speech to peers with appropriate grammar, usage, syntax, and vocabulary.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage others in discussion to clarify personal thinking/understandings;	Group book discussions, group work in working on a problem.
2. be able to present information for various audiences and purposes;	Oral reports related to new learnings, reviews of books, etc., and begin to debate.
3. use a variety of resources to gather and organize information in preparing for oral communication;	Show connections between preparing for writing a report and presenting an oral report.
4. demonstrate the ability to interpret the level of understanding of the audience.	Develop ability to notice nonverbal communication. When you are teaching and think children are not understanding, explain your reactions to the class.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage in verbal language experiences daily for a variety of audiences and purposes;	Group discussion across the curriculum, peer help, and group projects are effective ways of providing meaningful opportunities for children to engage in oral communication. They will learn how to take turns, argue, negotiate, etc., but with your help.

	Grade Four
2. read orally for a specific audience after sufficient rehearsal to demonstrate the art of oral reading;	Read to peers, younger children, elderly persons in nursing home; tape-record books for teachers to use in younger grades and/or nursery school
3. demonstrate strategies to clarify meaning and to share ideas and information.	Show how to prepare to speak to a group of people: webbing, note cards, pictorial aids, demonstrations, etc. Have students practice in meaningful situations. When you explain something and you notice that some children are not "getting the information," tell the children what prompted you to make that assumption and what you will do to remedy the situation.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in literature response groups related to a theme from another discipline;
2. create and share a project with students from other grade levels;
3. participate in collaborative projects using research materials and media related to other disciplines.

PERFORMANCE OBJECTIVES
READING
GRADE FOUR

1. Given narrative text to read silently, the learner will respond, as evidenced in part by the capacity to

    a. compare and contrast elements such as characters, plot, and setting;
    b. analyze, infer, critique, summarize, and evaluate texts independently or with teacher assistance;
    c. locate main ideas and supporting details.

2. Given nonfiction text to read silently, the learner will respond as evidenced in part by the capacity to

    a. locate main ideas and supporting details;
    b. analyze, infer, critique, summarize, and/or evaluate the text.

3. The learner will read orally from a self-selected, familiar text with appropriate rate and expression.

4. The learner will demonstrate the ability to locate, research, and collect information on a topic or theme by keeping records of

    a. use of library resources;
    b. use of appropriate sections of texts.

5. The learner will read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude, related to silent reading, as evidenced in part by the capacity to

    a. stay engaged with what is being read for the allotted time;
    b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
    c. re-read when meaning is not clear or is disrupted;
    d. self-correct errors so that meaning and interest are maintained;
    e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
    f. respond to opportunities to discuss what has been read;
    g. recommend books read to peers.

PERFORMANCE OBJECTIVES
WRITING
GRADE FOUR

1. Given an assigned or self-selected prompt/topic, the learner will use the writing process to make the intended message clear, as evidenced in part by the capacity to

   a. develop details to enhance the piece of writing;
   b. use a variety of words and sentence patterns;
   c. edit work before publishing;
   d. use conventional spelling in final copy.

2. The learner will engage in peer conferences to revise and evaluate writing.

3. The learner will select pieces of writing to publish or save and explain the reasons for the selection.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE FOUR

1. The learner will demonstrate appropriate grade level listening/viewing skills, as evidenced in part by the ability to

    a. identify various genres of writing when listening/viewing;
    b. identify literary elements of style when listening/viewing;
    c. collect information by using a note-taking skill while listening/viewing;
    d. evaluate material presented while listening/viewing;
    e. identify main ideas and supporting details while listening/viewing;
    f. make and alter predictions about material to be viewed;
    g. engage in active and appropriate listening;
    h. examine and discuss cultural and gender-related material heard/viewed;
    i. distinguish between complete and incomplete messages.

2. The learner will recognize the effects of word choice (e.g., jargon, time-bound language) on comprehension.

3. The learner will demonstrate the ability to identify nonverbal actions that increase clarity or more effectively reinforce a verbal message.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE FOUR

1. The learner will demonstrate the ability to view similar messages and indicate how they differ when conveyed by different media.

2. The learner will demonstrate appropriate grade level oral communication skills, as evidenced in part by the ability to

   a. engage in appropriate formal/informal language experiences daily for various audiences and purposes;
   b. deliver oral presentations using appropriate grammar, usage, syntax, and vocabulary;
   c. use a variety of resources to gather and organize information in preparing for oral communication;
   d. recognize the level of audience understanding of speaker's message;
   e. demonstrate strategies to clarify meaning to audience.

3. The learner will demonstrate the ability to emphasize meaning in conversations, discussions, and oral presentations through the use of pauses, gestures, and facial expressions.

4. The learner will demonstrate responsible behavior in speaking practices, as evidenced in part by the capacity to

   a. recognize the rights of others in a discussion;
   b. avoid the use of "put-downs" and inappropriate slang;
   c. organize personal thoughts so that oral communication is meaningful and concise;
   d. provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.

Recommendations from the English Coalition Report

Children who have a lifelong love affair with learning emerge from classrooms in which language and language learning have played a central role. Because language is integral to thinking and to human interaction, we believe children should leave elementary school knowing about language - that is, knowing how to read, write, speak, and listen, and knowing why language and literacy are so central to their lives.

The English Coalition Conference: Democracy through Language.
Urbana, Illinois: National Council of Teachers of English, 1989, p. 3.

GRADE FIVE

Reading

- **Structure**
- **Meaning Construction**
- **Application**
- **Multidisciplinary**

The learner will	Comments/Activities
1. exhibit knowledge of book structure (table of contents, key words, headings, index, etc.);	
2. read across the genres including historical fiction, biography;	Use a reading folder: title, type of book, and rating for each on inside covers. Responses to literature, both written and pictorial, may be placed in folder for evaluation.
3. identify and use vocabulary critical to the meaning of a text;	Keep a record of new and interesting words for group discussions and own writing.
4. be able to use appropriate signs when reading across content areas;	
5. recognize and discuss the use of literary and figurative language: similes, metaphors, etc.;	Use poetry to illustrate use of metaphor and simile.
6. describe common characteristics of a favorite author.	

Reading

- **Structure**
- **Meaning Construction**
- **Application**
- **Multidisciplinary**

The learner will	
1. be proficient at selecting appropriate materials for a variety of purposes including enjoyment and information;	Compare selections to prior grade levels by keeping list in reading folder. Could have students write a sentence indicating their justification for choosing the materials.

2. respond with increasing independence to fiction and nonfiction in a variety of ways: analyze, infer, critique, summarize, evaluate, synthesize, compare and contrast, etc.;	Students run discussion groups where higher-level thinking is encouraged. Have children respond to reading in which these sophisticated skills are employed.
3. make connections between prior knowledge and new information;	Children ask questions prior to, during, and after reading to construct meaning. Use mapping as a technique for connecting information.
4. apply self-correcting strategies while reading;	Tape-recording, conferencing with teacher
5. locate appropriate information to support ideas, concepts, and interpretations gleaned from text;	When responding to reading, students will support their ideas with additional information in writing or during discussions.
6. explain how an author's purpose for writing influences the contents of the selection.	Explore writings of classmates to connect style and purpose. Move to comparing and contrasting authors' delivery of the same plot, story, information.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage in daily sustained silent reading from self-selected material;	As teacher you will also engage in SSR to serve as a model. Class rules for effective use of time need to be developed cooperatively.
2. adjust reading strategy rate depending on purpose;	
3. justify choice of materials for self-selected reading and information;	When using themes, children will be responsible for reading certain self-selected materials related to the theme, which should be justified by student.

4. select and use an appropriate mode of response to extend a reading experience;

Increase variety of responses that are acceptable after reading--play, poem, discussion, debate, art, music, journal entry, extended story, etc.

5. choose appropriate materials to solve problems and make decisions;
6. use library to broaden concepts when engaged in research;
7. maintain a list of books read.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. extend understanding of the uniqueness and universality (e.g., tolerance, responsibility) of human experiences through multicultural literature;
2. explain the need for individual human rights and freedom as revealed through an exploration of literature and other media;
3. collaborate with others to construct meaning through participation in literature response groups;
4. gather and evaluate appropriate material related to a theme/topic;
5. demonstrate a sense of community by helping others when needed;
6. use media resources to clarify personal or group themes;
7. use reading as a tool for learning and thinking.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. adapt style of writing to purpose;	Show how an idea or information can be altered in style according to purpose.
2. use prewriting strategies: outline, list, cluster, web, and note cards;	Webbing, clustering, listing, reading, interviewing, finding information from various resources, keeping note cards, outlining
3. revise and edit writing in relation to syntax, semantics, and mechanics;	Rely more on peer conference for revising and editing as well as providing instruction to help students revise and edit their own work.
4. demonstrate the ability to use punctuation to affect meaning and flow;	Begin to use semicolon and colon as additional punctuation tools.
5. write legibly in final draft;	
6. demonstrate the ability to write to persuade.	Use current events or school situations for ideas; write letters to editor, petitions, news articles, rules, etc.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. be proficient at selecting appropriate materials in preparation for personal and informational writing;	Provide experiences for students to write cross-curricular pieces in which a variety of printed resource materials are needed as well as non-print media. Show the value of interviewing, photographing, drawing, sketching, etc., in preparation for writing and helping author to clarify meaning for intended audience.

2. locate appropriate information to support ideas, concepts, and interpretations for writing;
3. use a variety of writing process strategies when meaning is interrupted and/or lost;
4. demonstrate the ability to make connections between prior knowledge and new information while writing;
5. actively engage technological processes to construct and convey meaning;
6. determine whether purpose is achieved.

Ask appropriate questions when material has been read by a peer.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write daily for a variety of purposes and audiences;

Include journal writing and learning logs across the content areas as well as expanding genres of written pieces.

2. take on different perspectives or roles while engaged in writing;

Demonstrate use of point of view, flashback, etc., by referring to published books that utilize these techniques. Could connect to author or genre study.

3. share learning and new information through writing;

Use research reports, self-selected topics to explore and present.

4. evaluate own pieces of writing;

Participate in selection of pieces for portfolio through evaluation techniques.

5. be an active participant in the literary environment of the classroom.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use computers in writing activities;

Essays, reports, poems, etc.

2. respond to specified integrated curriculum themes through a variety of writing experiences both individually and in groups.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. identify essays, plays, stream of consciousness genre when listening and viewing;

Provide numerous experiences for students to engage in a variety of genres including essays, plays, stream of consciousness, etc.

2. evaluate use of literary styles when listening and viewing;

With sufficient preparation in identifying and appreciating various literary styles, move the students to evaluating the use of these styles in published authors' works as well as their own works.

3. critically evaluate language usage;
4. use dictionary to increase vocabulary knowledge after listening and viewing.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. gather information related to a particular topic;	Extend use of resources available--recordings, videos, movies, illustrations, graphics, models, maps. This lends itself to learning across the curriculum.
2. distinguish between relevant and irrelevant information;	After taking notes, show children how to determine which information is most relevant. Relate to purpose, audience, meaningfulness.
3. listen to and/or view information related to topic and determine whether the topic is addressed appropriately and thoroughly in the presentation;	Develop class criteria for evaluating a presentation and utilize the list when evaluating the presentation of peers.
4. represent in another form the information gained through listening or viewing;	Rather than only summarizing what has been learned, have students show understanding using another form--narrative, poem, essay, painting, musical piece, etc.
5. provide logical reasons for confirming or altering predictions related to listening to or viewing a particular topic;	
6. seek clarification when meaning is not clear by reviewing or questioning;	Encourage students to ask questions to clarify meaning in a diplomatic manner. Begin with "lecturing" to class on a new topic. Develop questioning strategies students may utilize.
7. specify how concepts about a particular topic have been broadened or modified through listening/viewing experiences.	After an informative piece has been written, write a postscript that addresses what new information has been learned.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage in active listening during oral reading, discussions, and peer presentations;
2. use computers and technology for a variety of publishing and presenting purposes;

Check Page Maker Program and other programs that connect to publishing a class or school newspaper. Look for graphic possibilities. A list of magazines that publish students' works is available from the International Reading Association. State competitions publish students' writing (K-8 Writing Award sponsored by Ohio Council of Teachers of English Language Arts and the Ohio Department of Education, etc.).

3. respond in various ways for specified purposes after listening to an oral presentation;
4. use information technology to present information graphically.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. refine ability to choose appropriate media to clarify attitudes toward human diversity;
2. analyze contributions made by group members;
3. exhibit appropriate interpersonal skills, including courtesy, courage, and integrity.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. deliver an appropriate oral presentation for older persons;
2. participate in a prepared debate with peers;

Using concepts from across the curriculum, have students take opposing views to present debates. School rules, current event issues, reviews of books and movies also are appropriate topics for debates. Class must participate in developing rules for successful debates.

3. present a prepared speech to an unfamiliar audience with appropriate grammar, usage, and syntax;
4. present an informal/formal talk to an unknown audience demonstrating appropriate eye contact and poise;

Students develop oral reports related to a topic of study in informal and formal situations. Class criteria should be established for poise, grammar, usage, syntax, audience, purpose, vocabulary, clarity of information, etc. If equipment is available, presentations could be videotaped for individual evaluation.

5. be able to alter vocabulary depending on audience and purpose;
6. demonstrate the ability to use metaphor and simile in oral language.

Compare and read poems, descriptive passages.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use various technologies to self-evaluate the effectiveness of oral communication;

2. use knowledge of effective styles to prepare for own presentations;

Analyze tapes or simulations of presentations to determine appropriate style and stance. Show inappropriate styles to elicit acceptable ones. Remind students to be aware of nonverbal reactions of listeners, so that changes can be made to make meaning more clear.

3. adjust style to meet needs of audiences;
4. reaffirm, extend, or change ideas and concepts through discussion.

Students must have opportunities for group discussions in which students are encouraged to reaffirm, extend, or change ideas. Discussions can focus on current topics, opinions, books, and information.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. engage in oral language experiences daily for a variety of audiences and purposes;
2. ask appropriate questions to seek information and clarify meaning;

Provide opportunities for students to ask you questions. Demonstrate good questioning skills rather than yes/no questions. Connect to interviewing visitors, grandparents, other teachers, peers, etc. Encourage students to write to authors, newspaper persons, politicians, etc., to clarify meanings related to writings, statements, etc.

3. choose appropriate speaking situations to clarify meaning and to share ideas and information.

When student has prepared something to share with class, allow student to arrange the seating environment and prepare the class for the presentation.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. discuss literature related to other disciplines (science, social studies, etc.);
2. develop a personal interest project to present to an audience outside the classroom;
3. collaborate to prepare a group presentation related to a systematic, thematic study.

Reader's theater, drama, debate, panel, video, rap, etc.

PERFORMANCE OBJECTIVES
READING
GRADE FIVE

1. Given a fiction or nonfiction text to read silently, the learner will respond, as evidenced in part by the capacity to analyze, infer, critique, summarize, synthesize, and compare/contrast texts.

2. The learner will use elements of book structure (table of contents, key words, headings, index, bibliography, glossary) to access information.

3. From a given or self-selected topic or theme, the learner will locate and use information from a variety of resources to support ideas, concepts, and interpretations.

4. The learner will read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude, related to silent reading, as evidenced in part by the capacity to

   a. stay engaged with what is being read for the allotted time;
   b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
   c. re-read when meaning is not clear or is disrupted;
   d. self-correct errors so that meaning and interest are maintained;
   e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
   f. respond to opportunities to discuss what has been read;
   g. recommend books read to peers.

PERFORMANCE OBJECTIVES
WRITING
GRADE FIVE

1. Given an assigned or self-selected prompt/topic, the learner will use the writing process to develop writing in varied forms, as evidenced in part by the capacity to

    a. write reports on topics linked to a theme;
    b. develop stories with a fully developed beginning, middle, and end;
    c. write in a journal or learning log;
    d. produce poetry;
    e. arrange ideas for informational and persuasive writing.

2. The learner will respond to specified curriculum themes through a variety of writing experiences both individually and in a group.

3. The learner will bring effective pieces of writing to publication by

    a. revising initial draft for content;
    b. selecting effective adjectives, adverbs, and nouns;
    c. editing writing for verb forms, conventional spelling, and appropriate punctuation;
    d. preparing writing in a format that appeals to the reader;
    e. applying established criteria to the evaluation of own writing.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE FIVE

1. The learner will demonstrate appropriate grade-level listening/viewing skills, as evidenced in part by the ability to

    a. gather relevant information related to a particular topic from listening to and/or viewing available resources, e.g., recordings, videos, movies, illustrations, graphics, models, maps;
    b. engage in active listening during oral reading, discussions, and peer presentations;
    c. distinguish between relevant and irrelevant information.

2. The learner will exhibit appropriate minimal reinforcers, e.g., head nods, "uh-huh," when receiving communication.

3. The learner will demonstrate the ability to use intrapersonal skills to negotiate the meaning of a message.

4. The learner will demonstrate the ability to distinguish between hearing and listening.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE FIVE

1. The learner will demonstrate the ability to restate a comment to make it clearer for the listener.

2. The learner will demonstrate the ability to speak impromptu with appropriate poise and self-confidence.

3. The learner will demonstrate the ability to collaborate to prepare and deliver an effective presentation.

Recommendations from the English Coalition Report

Communities are orderly by definition, as language is. They cannot exist without a sense of what people expect of one another. Classroom communities are often disrupted by outside activities, by misbehavior, and by ordinary absence. If the group is large and comes together for short periods in short academic terms, it often cannot develop its own sense of order, and externally imposed order is a poor substitute. Reading most literature requires sustained effort over large blocks of time, in school or out. After rumination and discussion, productive writing requires sustained and uninterrupted time. Discussion itself takes time to develop. The amount of intervention by the teacher should be less and less obvious as students mature and develop their capacities for self-regulation, but even a group of mature adults ordinarily identifies leadership in managing its affairs. Teachers must be prepared to nudge discussions into useful questioning. The challenge is to support orderliness in ways that allow each student to achieve the most individual growth.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, pp. 23-24.

GRADES

SIX - EIGHT

Adolescents enter the middle grades with an already internalized system of language processing strategies to cope with changing social interactions. As students progress through grades six, seven, and eight, they broaden their understanding and application of language processes and communication strategies.

In the area of reading, students at this stage of language development are capable of sampling a wide range of diverse texts. As exposure to different genres and text structures increases, students begin to develop individual criteria for reading and responding to a wide variety of literature. Through varied reading experiences, adolescents begin to refine comprehension and interpretation techniques that they use in increasingly complex situations. Students in the middle grades interpret, broaden, and test the concepts they construct through their interaction with texts.

Middle school students use writing to create, develop, and express ideas for audiences ranging from self to others, including teachers, parents, peers, and members of the public. As students write for various purposes, they begin to realize that writing is not only an essential skill for conveying information and ideas, but also a valuable learning tool. Students at this developmental state are capable of experimenting with many different writing structures from poetry and short fiction to critical essays, letters, and informal journal entries. Once engaged in the process of writing, adolescents begin to refine their effective use of conventional mechanics, including sentence, paragraph, and composition structures and punctuation and spelling.

Language arts instruction at the middle grades focuses on teaching young adults to use the integrated language processes of reading, writing, speaking, and listening across disciplines to create and develop ideas. In collaboration with peers and adults, middle school students explore their place in a global learning community. They become contributing members of a society that relies heavily upon technology to access information and communicate with a diverse multicultural population. Teaching adolescents to effectively use computers, videos, and other electronic devices to enhance their learning experiences is a critical dimension of the middle school language arts curriculum.

Based upon these premises for teaching literacy at the middle grades, the following student objectives were developed. The objectives outline those skills and strategies which are essential to effective language development during adolescence. They also help middle school students continue to develop the strategies for becoming confident, successful, lifelong learners.

Recommendations from the English Coalition Report

At all levels of schooling, the group concluded, students need to achieve a broad perspective on their own practices and those that confront them elsewhere in society in order to grapple with the problems of understanding how language works, where the words they hear and their own words come from, and what effects they tend to have. Such critical and self-critical perspectives become accessible to students in classrooms where they know their own words are heard and respected - in classrooms, that is, where teachers' actions demonstrate the precepts they would have students adopt, and where teachers behave consistently with the announced obligation for learners to analyze their own language use. Under these circumstances, students can become sufficiently self-critical to improve their work and adapt what they know to a variety of situations. Similarly, theoretical understanding enables students to recognize when others use language to influence or manipulate them.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. xxii.

GRADE SIX

Reading

Reading
Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. explore, recognize, and identify a variety of structures, styles, and genres in literature;	Fiction/nonfiction, classic, and young adult
2. self-select appropriate texts to read according to a specific purpose;	
3. understand the meanings of unfamiliar and multiple meaning words in context;	Use context clues.
4. expand and use vocabulary critical to the meaning of a text;	
5. recognize basic literary elements such as setting, plot, and characterization.	

Reading

Reading
Structure
Meaning Construction
Application
Multidisciplinary

The learner will	
1. select appropriate reading material (including enjoyment, information, sampling, confirmation, etc.) in response to identified specifications, including teacher/student negotiated criteria;	Purposes and criteria should evidence a wide variety of themes, time periods, and genres for a variety of purposes.
2. be able to identify how text structure affects meaning;	Chronological order, order of importance, spatial order, etc.
3. explore appropriate reading resources and synthesize information for a topic, theme, or subject;	
4. confirm important details of a text;	Who, what, where, when, why, problems, resolutions
5. interpret text using background knowledge, literary elements, and inferences;	

6. be able to make connections between prior knowledge and new information using pre-reading strategies;

Class discussions, skimming a text, identifying new vocabulary, etc.

7. identify within nonfiction texts the difference between facts and opinions;
8. use various strategies to confirm or alter predictions while reading to determine if meaning is clear;

Strategies include ignoring and reading on for clarification, changing reading rate, predicting meaning, self-questioning, forming mental images, recognizing purpose, forming expectations, pausing and reflecting, and re-reading.

9. respond to texts on an individual and group basis, connecting new concepts/ideas to prior knowledge.

Oral and written responses, artwork, creative learning projects, drama, dance, etc.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. alter reading rate depending on the purpose for reading the text;
2. develop personal criteria for selecting literature;

Recommendations from adults and/or peers, reading book reviews, developing multiple experiences, etc.

3. engage in reading for a sustained period of time;

Include self-selected and, occasionally, teacher assigned materials.

4. integrate reading with speaking, listening, viewing, and writing experiences;

Learning projects, thematic units, choral reading, reading with fluency and expression, etc.

5. effectively use the appropriate reference sources and materials necessary for gathering information;

Dictionary, encyclopedia, computerized reference system, almanac, atlas, phone book, card catalog, periodicals/newspaper, schedules, table of contents, index, charts, tables, diagrams, graphs, labels, signs, etc.

6. demonstrate the ability to use a basic repertoire of study strategies to aid in content reading.

Time management, SQ3R, focusing, identifying story grammar, story mapping, summarizing, graphic organizers, question-generating/answering

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. become familiar with dialects and cultures through reading experiences;
2. examine stereotypes and mind sets, including gender, through literature;
3. broaden awareness of world cultures and historical perspectives through diverse texts;

First person materials, accounts of historical events, documents, historical fiction, etc.

4. extend the use of study skills, reading strategies, and processes to all subject areas;
5. participate in multidisciplinary reading activities that include individual, small-group, whole-class (inter-class), and cross-age (intra-class) experiences;

Choral readings, expressive reading through drama, etc.

6. extend and enrich reading experiences through technology and multimedia activities.

Video portfolios of projects and reading growth, videos of literature read, laser disks and/or computers to access information

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. vary writing styles according to purpose;
2. use a varied vocabulary appropriate to purpose;
3. edit pieces of writing with peer and teacher assistance;
4. use correct writing mechanics in the final draft
   a. complete sentences
   b. capitalization, punctuation, spelling
   c. subject-verb agreement;
5. produce legible pieces of writing;
6. experiment with a variety of organizational structures using narrative, persuasive, expository, transactional, poetic, and expressive writing.

Conferencing strategies, teacher/peer editing strategies

Learners should have frequent opportunities to produce formal and informal writing, e.g., diaries; notes; memos; lists; letters; critical papers; poetic, fictional, and nonfictional creative writing; etc.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use a variety of prewriting strategies to make connections between prior knowledge and new information;
2. write regularly on self-selected topics;
3. be able to write on prompted topics demonstrating a sense of flow, organization, and clarity of thought;
4. gather appropriate information to produce a piece of writing;

Listing, webbing, brainstorming, jotting, freewriting, outlining, etc.

5. monitor writing with teacher assistance to determine if meaning is clear and purpose is achieved;	Teacher/peer/self conferencing
6. revise writing to clarify meaning;	Techniques might include self-correction and conferencing
7. write simple responses to texts.	Journal letters, summary of plot, character descriptions, feelings and understandings, story mapping

Writing

- Structure
- Meaning Construction
- Application
- Multidisciplinary

The learner will

1. demonstrate the ability to use a variety of structures and strategies to write for different purposes;	
2. engage in writing for a sustained period of time;	
3. expand knowledge of content areas through writing;	Social studies/science, etc.
4. independently evaluate and publish writing.	Possibilities include bringing a piece of writing to a final draft form, class publications, entering writing contests, literary magazine submissions, Young Author Writing Program.

Writing

- Structure
- Meaning Construction
- Application
- Multidisciplinary

The learner will

1. examine global issues, including tolerance, through writing activities;	Environmental unit/project, health issues, international conflict, etc.

2. develop concepts in content areas through writing;	Learning logs, lab reports, social studies units, a portfolio of student's reflections on the learning process in all content areas
3. write to broaden awareness of cultural perspectives;	Writing from various points of view
4. extend the use of the writing process, writing strategies, and study skills to all content areas;	Note-taking, outlining, research projects, thematic units, etc.
5. participate in a variety of writing activities that include individual and small-group experiences;	
6. extend writing experiences through multimedia activities.	Word processing, newsletters, desktop publishing, hyper-card, etc.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to a variety of genres;	Teachers and learners reading aloud, recordings, and visiting authors
2. compare two or more authors' styles through listening;	Compare favorite young adult authors, journal responses, etc.
3. hear and view effective grammar and syntax modeled by the teacher and the media;	
4. expand vocabulary through listening.	List and discuss new/ unfamiliar vocabulary.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. gather information from a variety of listening/viewing sources;	Using recordings, movies, videos, slides, graphs, charts, maps, models, etc.
2. critically view and listen to a variety of media;	Learners might distinguish between necessary and unnecessary information, fiction or nonfiction, and fact or opinion.
3. reconstruct meaning gained from listening/viewing into another form of communication for clarification;	Rephrase confusing statement, paraphrase, summarize a speech, critique a movie, etc.
4. broaden concepts by reconstructing meaning gained from listening/viewing into another form of communication.	Compare a movie to a book.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen/view media for a variety of purposes including enjoyment;	Learners might practice listening for directions.
2. demonstrate the ability to use higher-level thinking strategies through listening (inquiry method);	Observe objects or events, detect patterns, and make inferences.
3. identify relevant information while listening;	Distinguish important from unimportant information for note-taking, noting teacher cues, following directions, distinguishing new information from known.

4. be actively engaged in listening;	Model good listening, practice getting information the first time, etc.
5. use a variety of technology and media to make decisions;	Learners should have frequent opportunities to use information sources other than printed texts for research.
6. integrate listening/viewing with reading, writing, and speaking.	Learning projects, thematic units, etc.

Listening/ Visual Literacy

Structure	▨
Meaning Construction	▨
Application	▨
Multidisciplinary	

The learner will

1. broaden knowledge of language differences through visual and listening experiences;	
2. broaden concepts/ideas by listening to peers;	Conferencing, group sharing, small-group discussions, etc.
3. effectively engage in small-group discussions;	Model good listening etiquette.
4. experiment with a variety of interviewing techniques.	

Oral Communication

Structure	
Meaning Construction	▨
Application	▨
Multidisciplinary	▨

The learner will:

1. recognize different speaking styles used for different purposes;	Argument, information, entertainment, explanation
2. recognize standard syntax, grammar, and usage in oral presentations;	Study and use of oral presentations
3. compare/contrast effective models of speaking techniques;	Tone, articulation, use of gestures, volume, etc.
4. select appropriate vocabulary according to audience and purpose.	

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. clarify understanding through talking with the teacher;	Conferencing, informal discussion
2. organize information with teacher assistance to prepare for oral communication;	
3. construct ideas through oral communication;	Class brainstorming, teacher and/or peer discussions
4. use audience reaction to determine if meaning is clear when speaking in small groups.	Interpreting body language, videotaping, peer review, etc.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. speak to a small group for a variety of purposes;	Formal or informal presentations, book talks, oral presentation of writing or research, etc.
2. develop strategies, including some for preparation, for an effective speech;	Collect and organize information.
3. integrate speaking with reading, writing, and listening/viewing experiences;	
4. change strategies during a speech when conditions have changed (e.g., running out of time, technical difficulties).	

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Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in small-group oral language activities that focus on common interests or themes;	Learning projects, thematic units, etc
2. discuss writing and reading in small-group class activities;	Conference and group share
3. use technology to analyze speaking effectiveness;	Videotape or audiotape speeches or presentations
4. use media to enhance an oral presentation and engage an audience;	Use slides, music, computer graphics, etc.
5. recognize the importance of adjusting speech to the needs of the listener.	Reading to a small child, applying for a job, giving directions, conducting an interview, asking for help

PERFORMANCE OBJECTIVES
READING
GRADE SIX

1. Presented with a fictional selection of at least 500 words which has topical and structural integrity and is at an appropriate level of instruction, the learner will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, as evidenced in part by the capacity to

    a. use the context of the selection to identify the meaning of specified unfamiliar words;
    b. select the appropriate (contextual) meaning of specified multiple-meaning words;
    c. answer questions about important details;
    d. select the correct order for as many as three sentences related to the content;
    e. select the main idea, which may be directly stated or implied;
    f. predict the most probable outcome in a particular circumstance;
    g. identify cause and effect relationships;
    h. ask a question to find out if someone understands an important detail of the passage;
    i. write in response to the reading.

2. Presented with a nonfiction selection of at least 500 words which has topical and structural integrity and is at an appropriate level of instruction, the learner will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to

    a. answer questions involving details about who, what, when, where, or how;
    b. select the main idea which may be directly stated or implied;
    c. identify cause and effect relationships;
    d. distinguish between what is directly stated and what a reader might infer from the passage;
    e. distinguish, from at least four statements provided, those that are facts and those that are opinions;
    f. predict the most probable outcome in a particular circumstance;
    g. identify at least one sentence that supports the main idea or point of the passage;
    h. specify at least one purpose the author might have for writing the selection;

   - i. select, from at least three choices, the best summary for a specified audience;
   - j. identify any author bias/slant/view stated about the passage or topic.

3. Presented with a variety of common/functional reading materials at the appropriate level of instruction, the learner will identify, locate, and use information from the library and other sources, as evidenced in part by the capacity to

   - a. select an illustration that indicates that directions of two to five steps have been followed correctly;
   - b. select the most appropriate or best reference source to answer a particular question;
   - c. demonstrate the skills/processes necessary to use specified types of material;
   - d. interpret vocabulary found on application forms;
   - e. identify a statement containing propaganda.

4. The learner will respond to reading by interpreting text, using background knowledge, using literary elements, and developing inferences.

PERFORMANCE OBJECTIVES
WRITING
GRADE SIX

1. Given a prompt, the learner will write in direct response to that prompt using ideas, reasoning, examples, and/or commentary that is pertinent, as evidenced in part by the capacity to
   a. focus on the topic with adequate supporting ideas or examples;
   b. follow a logical order;
   c. convey a sense of completeness or wholeness;
   d. exhibit word choice appropriate to the subject;
   e. communicate ideas and feelings.

2. Given a prompt, the learner will write in direct response to that prompt demonstrating knowledge of grammar, mechanics, and usage, as evidenced in part by the capacity to
   a. choose and use clear language;
   b. use complete sentences except where purposeful fragments are desirable;
   c. use standard forms of verbs and nouns;
   d. ensure subject-verb agreement;
   e. use appropriate punctuation;
   f. use appropriate capitalization;
   g. spell correctly.

3. The student will use the writing process to develop and evaluate self-initiated writing, as evidenced in part by the capacity to
   a. select and use prewriting techniques to support ideas;
   b. draft independently;
   c. revise draft by adding, changing, or deleting material;
   d. edit with peers;
   e. publish writing for an intended audience.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE SIX

1. The learner will demonstrate an understanding of the importance of structure to oral presentation, as evidenced in part by the capacity to

   a. realize the purpose of the speaker;
   b. connect and relate what is said later in a presentation with earlier portions;
   c. detect transitional words or phrases which refer the listener back or move the listener along;
   d. detect the skeleton of main idea, supporting points, and other details.

2. The learner will demonstrate the ability to concentrate more on content than on presentation.

3. The learner will identify barriers to effective listening.

4. The learner will demonstrate appropriate, grade-level listening/viewing skills by listening to/viewing a variety of media and being able to

   a. compare two or more authors' styles;
   b. recognize effective grammar and syntax;
   c. expand vocabulary through listening/viewing;
   d. gather relevant information from a variety of sources;
   e. integrate listening/viewing with reading, writing, and speaking.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE SIX

1. The learner will demonstrate the ability to use effective interviewing techniques.

2. The learner will demonstrate the ability to speak with and without notes before an audience.

3. The learner will demonstrate appropriate, grade-level, oral communication skills, as evidenced by the ability to

   a. recognize and use different speaking styles, techniques, and strategies for different purposes;
   b. participate daily in some type of oral communication, e.g., small-group discussions, prepared presentations, learning projects, thematic units;
   c. use technology to enhance and analyze oral communication, e.g., videotape audiotape, slides, music, computer.

Recommendations from the English Coalition Report

Small classes are necessary for effective language learning. While some reports call for better teaching, few acknowledge the need for small English classes.

Students learn effective writing and critical reading best through practice. When they write, they need frequent opportunities to go over their work with classmates and teachers. When they read, they must have enough time to discuss literature with the teacher individually or in small groups. To promote learning, teachers must respond to individual variations in their students' development. Effective language learning requires coaching by mature, well-educated teachers. Such coaching requires small classes.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 82.

GRADE SEVEN

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. recognize and identify a variety of structures, styles, and genres in literature;	Fiction/nonfiction, classic, and young adult
2. identify and discuss basic literary elements such as setting, plot, and characterization;	
3. self-select appropriate text for specific purposes;	
4. understand the meanings of unfamiliar and multiple-meaning words in context;	Using context clues
5. develop analytic sense of word meaning.	Roots, affixes, prefixes

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	
1. demonstrate the ability to select appropriate reading material for a variety of purposes (enjoyment, information, sampling, confirmation, etc.) in response to identified purposes, including teacher/student negotiated criteria;	Purposes and criteria should evidence a wide variety of themes, time periods, genres, etc.
2. synthesize and analyze information from a number of resources to broaden understanding of a topic, theme, or subject;	
3. develop and support interpretations of text using background knowledge, literary elements, and inferences;	

4. make connections between prior knowledge and new information using pre-reading strategies;
5. confirm or alter predictions with increasing independence while reading to determine if meaning is clear;

Ignore and read on for clarification, change reading rate, predict meaning, self-question, form mental images, recognize purpose, form expectations, pause and reflect, reread.

6. recognize authors' attitudes (bias/slant) toward a subject;
7. identify cause/effect relationships in fiction and nonfiction;
8. respond to texts on an individual and group basis, connecting new concepts/ideas to prior knowledge.

Oral and written responses, artwork, creative learning projects, drama, dance, etc.

Reading

- Structure
- Meaning Construction
- **Application**
- Multidisciplinary

The learner will

1. select appropriate reading rate according to purpose for reading the text;
2. identify propaganda techniques in reading texts;
3. analyze and explain personal criteria for selecting literature;

Following recommendations from adults and peers, reading book reviews, developing multiple experiences, etc.

4. engage in reading for a sustained period of time;

Include teacher-assigned and self-selected material.

5. integrate reading with listening, viewing, speaking, and writing experiences;

Learning projects, thematic units, choral readings, reading with fluency and expression

6. expand the use of reference sources and materials for gathering appropriate information;

Dictionary, encyclopedia, almanac, atlas, phone book, card catalog, periodicals/newspaper, schedules, table of contents, ideas, charts, tables, diagrams, graphs, labels and signs, computerized reference system, etc.

7. demonstrate the ability to use an expanded repertoire of study strategies.

Time management, SQ3R, focusing, identifying story grammar, story mapping, summarizing, graphic organizers, question-generating/answer.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. examine cultures and the use of dialects through reading experiences;
2. extend awareness of world cultures and historical perspectives through diverse texts;

First-person materials, accounts of historical events, documents, historical fiction, etc.

3. extend the use of study skills, reading strategies, and processes to all subject areas;
4. participate in reading activities that include learning community/multidisciplinary experiences;

Choral readings, expressive reading through drama, etc.

5. extend and enrich reading experiences through technology and multimedia activities;

Video portfolios of projects and reading growth, videos of literature read, laser disks, and/or computers to access information

6. extend awareness of stereotypes and mind sets, including gender, through literature.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. vary writing style according to purpose;

2. use a variety of organizational structures involving narrative, persuasive, expository, transactional, poetic, and expressive writing;

Learners should have frequent opportunities to produce formal and informal writing, e.g., diaries, notes, memos, lists, letters, critical papers, and poetic, fictional, and nonfictional writing.

3. adapt vocabulary to audience;
4. edit pieces of writing (conferencing strategies, teacher/peer editing strategies) independently and with teacher assistance;
5. use correct writing mechanics in the final draft
   a. complete sentences
   b. capitalization, punctuation, spelling
   c. subject-verb agreement
   d. standard forms of nouns and verbs;
6. produce legible pieces of writing.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. demonstrate a knowledge of the writing process;

Listing, webbing, brainstorming, jotting, freewriting, outlining

2. write regularly on self-selected topics;
3. write on prompted topics demonstrating a sense of flow, organization, and clarity of thought;
4. analyze and evaluate information from a variety of sources in order to produce a piece of writing that demonstrates expansion of a concept;
5. monitor writing to determine if meaning is clear and purpose is achieved independently and with teacher assistance;

Teacher/peer/self conferencing strategies

6. review writing to clarify and extend meaning;

Techniques might include self-correction and conferencing.

7. write in response to fiction and nonfiction.

Journal letters, summary of plot, character descriptions, feelings and understandings, story mapping, etc.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use a variety of structures and strategies to write for different audiences;
2. engage in writing for a sustained period of time;
3. expand knowledge of content areas through writing;
4. cooperatively evaluate and publish writing.

Bring a piece of writing to a final draft form, make a class publication, enter writing contests, make a submission to a literary magazine, publish a book in the Young Author Writing Program.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. explore global issues through writing;

Environmental unit/projects, health issues, international conflict, etc.

2. develop concepts in content areas through writing;

Learning logs, lab reports, social studies units, portfolios of student reflections on the learning process in a content area

3. extend awareness of historical perspectives through writing;

Write historical fiction from a variety of perspectives.

4. extend the use of the writing process, writing strategies, and study skills to all content areas;

Note-taking, outlining, research projects, thematic units

5. participate in a variety of writing activities that include whole-class (inter-class) and cross-age (intra-class) experiences;
6. extend and enrich writing experiences through technology.

Word processing, desktop publishing, hyper-card, etc.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. view various types of media;
2. compare two or more authors' styles through listening and viewing;

Compare favorite young adult authors, journal responses.

3. hear and view effective grammar and syntax modeled by the teacher and the media;
4. expand vocabulary through listening and viewing.

List and discuss new/unfamiliar vocabulary.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. gather information from a variety of listening/viewing sources with increasing independence;

2. use a variety of strategies, with increasing independence, to view critically and listen to specified and self-selected media;
3. reconstruct for clarification, with increasing independence, meaning gained from assigned listening/viewing activities into another form of communication.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen/view media for a variety of purposes including for directions;	Observe objects or events, detect patterns, and make inferences.
2. be able to use higher-level questioning strategies through listening (inquiry method);	
3. select relevant information while listening and viewing;	Distinguish important from unimportant information for note-taking, note teacher cues, follow directions, distinguish new information from known, etc.
4. be actively engaged in listening;	Model good listening, practice getting information the first time, etc.
5. use a variety of technology and media to solve problems and/or make decisions;	Use information sources other than print to supplement texts for research purposes.
6. integrate listening/viewing with reading, writing, and speaking.	Learning projects, thematic units, etc.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. extend knowledge of dialects, language differences, and cultures through visual and listening experiences;	
2. broaden concepts/ideas by listening to peers;	Conferencing, group sharing, small-group discussions, etc.
3. effectively engage in large-group discussions;	Role model good listening etiquette.
4. use effective interviewing techniques.	

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. alter speaking styles according to purpose and audience;	Argument, information, entertainment, explanation
2. identify different organizational patterns of speeches;	
3. recognize standard syntax, grammar, and usage in oral presentations;	Study and use of oral presentations
4. compare/contrast effective models of speaking techniques;	Tone, articulation, use of gestures, volume, etc.
5. select and extend appropriate vocabulary according to audience and purpose.	

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. clarify understanding through peer discussion;	Conferencing, informal discussion
2. organize with increasing independence information to prepare for oral communication;	
3. broaden ideas and concepts through oral communication;	
4. use audience reaction to determine if meaning is clear when speaking in large-group situations.	Interpreting body language, videotaping, peer review, etc.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. speak to a large group for a variety of purposes;	Formal or informal presentations, oral presentations of writing or research
2. develop strategies for an effective speech that include preparation and organization;	Collect and organize information.
3. integrate speaking with reading, writing, and listening/viewing experiences;	
4. revise strategies during a speech when conditions have changed.	

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in large-group oral language activities that focus on common interests or themes;	Reader's theater, drama, debate, panel, video, rap, etc.
2. discuss reading and writing in whole-class activities;	Conferencing and group sharing
3. use technology to evaluate speaking effectiveness;	Videotape or audiotape speeches or presentations.
4. use technology and media to enhance oral presentations;	Use slides, music, computer graphics, etc.
5. demonstrate the ability to adjust speech to the needs of the listener.	Reading to a small child, applying for a job, giving directions, conducting an interview, asking for help, etc.

PERFORMANCE OBJECTIVES
READING
GRADE SEVEN

1. Presented with a fictional selection of 500 or more words, which has topical and structural integrity and is at an appropriate level of instruction, the learner will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, as evidenced in part by the capacity to

    a. use the context to identify the meaning of specified unfamiliar words;
    b. select the appropriate (contextual) meanings of multiple-meaning words;
    c. answer questions about important details, including who, what, when, where, and how;
    d. select the correct order (sequence) for at least four sentences and/or details related to the content of the passage;
    e. select the main idea which may be directly stated or implied;
    f. predict the most probable outcome, or what is likely to happen in a particular circumstance;
    g. identify stated and inferred cause and effect relationships;
    h. distinguish between what is directly stated and what a reader might infer from the passage.

2. Presented with a nonfiction selection of more than 500 words, which has topical and structural integrity and is at an appropriate level of instruction, the learner will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to

    a. answer questions about important details;
    b. select the main idea which may be directly stated or implied;
    c. identify one inferred cause and effect relationship;
    d. distinguish between what is directly stated and what a reader might infer from the passage;
    e. identify at least two statements of fact and two statements of opinion;
    f. predict whether certain specified information is likely to be included in particular material;
    g. identify at least one of the author's possible stated or inferred purposes for writing the selection;
    h. specify any author bias/slant toward the topic of the passage.

3. Presented with a variety of common/functional reading materials appropriate to the level of instruction, the learner will identify, locate, and use information from the library and other sources, as evidenced in part by the capacity to

   a. follow directions of at least five steps;
   b. select and use appropriate reference sources and illustrative materials including dictionaries, encyclopedias, almanacs, atlases, phone books, schedules, tables of contents, and indices;
   c. interpret vocabulary commonly found in functional reading material;
   d. determine whether propaganda techniques are present.

4. Presented with a variety of sources of information to broaden understanding of a topic, theme, or subject, the learner will demonstrate the ability to analyze and synthesize information.

5. The learner will respond to reading by interpreting text, developing inferences, and using background knowledge and literary elements.

PERFORMANCE OBJECTIVES
WRITING
GRADE SEVEN

1. Given a prompt, the learner will write in direct response to that prompt using ideas, reasoning, examples, and/or commentary that is pertinent, as evidenced in part by the capacity to

    a. focus on the topic with ample supporting ideas and examples;
    b. develop a logical structure or organizational pattern;
    c. convey a sense of completeness or wholeness;
    d. choose words that are generally specific and appropriate for the topic;
    e. convey a message related to the prompt;
    f. organize information and/or ideas for composing;
    g. use creative imagery.

2. Given a prompt, the learner will write in direct response to that prompt demonstrating knowledge of grammar, mechanics, and usage, as evidenced in part by the capacity to

    a. enhance communication by ensuring that subject/verb agreement and verb and noun forms are generally correct;
    b. use the conventions of punctuation and capitalization;
    c. spell words correctly;
    d. develop sentences of varied lengths and patterns.

3. The learner will use the writing process to develop and evaluate self-initiated writing, as evidenced in part by the capacity to

    a. select and use prewriting techniques to support ideas;
    b. draft independently;
    c. revise draft by adding, changing, or deleting material;
    d. edit with peers;
    e. publish writing for an intended audience.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE SEVEN

1. The learner will demonstrate the ability to evaluate the content of a speaker's message.

2. The learner will demonstrate an awareness of the meaning(s) of a speaker's nonverbal communication.

3. The learner will demonstrate the ability to recognize the effects of persuasive techniques and propaganda on the meaning of what is being heard and/or viewed.

4. The learner will demonstrate appropriate grade level listening/viewing skills by listening to/viewing a variety of media and being able to

    a. compare two or more authors' styles through listening and viewing;
    b. gather and critically evaluate information;
    c. integrate listening/viewing with reading, writing, and speaking;
    d. broaden knowledge of different cultures through visual and listening experiences.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE SEVEN

1. The learner will demonstrate the ability to construct and deliver a persuasive speech.

2. The learner will demonstrate the ability to monitor and use personal nonverbal communication techniques effectively when speaking both formally and informally.

3. The learner will demonstrate the appropriate use of syntactical cues, speed, voice inflection, and emotion when reading orally.

4. The learner will demonstrate appropriate grade level oral communication skills, as evidenced in part by the ability to

   a. speak to a variety of groups for a variety of purposes;
   b. integrate speaking with reading, writing, and listening/viewing activities;
   c. use technology and media to enhance oral presentations;
   d. adjust the speech to the needs of the listeners;
   e. identify different organizational patterns of speakers;
   f. organize, with increasing independence, information to prepare for oral communication.

Recommendations from the English Coalition Report

Interactions

Language is mastered by practice, so an English classroom encourages purposeful talk and listening, as well as periods of silence for individual writing and reading. A teacher coaches students on writing in progress or on interpreting literature and plans activities so that students understand not only what is expected, but why it is expected. Students thus learn to adapt the techniques they discover to other occasions. Interaction implies a commitment of time, to making the class into a community of learners who recognize their obligations as collaborators with their companions and as negotiators for common goals.

Support

Making statements in writing or speech involves risks of failure, often in quite public ways. Some students, in reaction to their own problems, undermine the confidence of others, so teachers must be especially alert to encourage the diffident. Even resisting temptations merely to 'follow the crowd' may require help from the teacher. Because language is personal as well as social, teachers of English must devote time and energy to appreciating individual variations in student performances.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 23.

GRADE EIGHT

Reading

- **Structure**
- Meaning Construction
- Application
- Multidisciplinary

The learner will	Comments/Activities
1. identify the uses of structures, styles, and genres in literature;	Fiction, nonfiction, classic, and young adult
2. identify and discuss relationships among basic literary elements;	Setting, plot, characterization
3. explore word etymology;	
4. exhibit knowledge of book structures.	Appendix, glossary, bibliography, footnotes

Reading

- Structure
- **Meaning Construction**
- Application
- Multidisciplinary

The learner will	
1. be able to select appropriate reading material for enjoyment, information, sampling, confirmation, etc., in response to identified purposes, including teacher/student negotiated criteria;	Purposes and criteria should evidence a wide variety of themes, time periods, genres, etc.
2. evaluate and organize information from a number of resources and personal observations to broaden understanding of a topic, theme, or subject;	
3. develop interpretation of text using background knowledge, literary elements, and inferences;	
4. confirm or alter predictions while reading to determine if meaning is clear;	Ignore and read on for clarification, change reading rate, predict meaning, self-question, form mental images, recognize purpose, form expectations, pause and reflect, reread, etc.
5. identify the main ideas in both fiction and nonfiction;	

6. speculate about authors' purposes, views, and interests in reading;	
7. discuss how text structure affects meaning;	Chronological order, order of importance, spatial order
8. respond to reading texts on an individual and group basis, connecting new concepts/ideas to prior knowledge.	Discussion, response journals, art, dance, learning projects

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select appropriate reading rate according to purpose for reading the text;	
2. be able to follow directions of two to five steps;	Science experiments, recipes, map directions, etc.
3. demonstrate the ability to identify propaganda techniques;	
4. interpret vocabulary used in daily living: application forms, driver's license, checks, credit card forms, etc.;	
5. expand personal criteria for selecting literature;	Following recommendations from adults and peers, reading book reviews, developing multiple experiences, etc.
6. engage in reading for a sustained period of time;	Include self-selected and assigned materials.
7. integrate reading with speaking, listening, viewing, and writing experiences;	Learning projects, thematic units, choral readings
8. expand the use of reference sources and illustrative materials for gathering appropriate information;	Dictionary, encyclopedia, computerized reference system, almanac, atlas, phone book, card catalog, periodicals/newspaper, schedules, table of contents, index
9. demonstrate the ability to use an expanded repertoire of study strategies to aid in content reading.	Time management, SQ3R, focusing, identifying story grammar, story mapping, summarizing, graphic organizers, question-generating/answering

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. extend knowledge and appreciation of dialects and cultures through reading experiences;
2. extend awareness of gender, cultures, and historical perspectives through literature;
3. extend knowledge of stereotypes and mind sets, including gender, through literature;
4. read diverse texts to heighten awareness of world cultures;
5. extend the use of study skills, reading strategies, and processes to all subject areas;
6. participate in a variety of learning community activities that include multidisciplinary experiences;
7. extend and enrich reading experiences through technology and multimedia activities.

Vernacular, regional dialects, English language at different historical stages, etc.

Choral readings, expressive reading through drama, etc.

Video portfolios of projects and reading growth, videos of literature read, use of laser disks and/or computers to access information, etc.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. vary writing style according to purpose;
2. refine the ability to use a variety of organizational structures involving narrative, persuasive, expository, transactional, poetic, and expressive writing;

Learners should have frequent opportunities to produce formal and informal writing, e.g., diaries; notes; memos; lists; letters; critical papers; poetic, fictional, and nonfictional writing; etc.

3. adapt vocabulary to audience and purpose;
4. edit pieces of writing with increasing independence;
5. use correct writing mechanics in the final draft
   - a. complete sentences and/or purposeful fragments
   - b. capitalization, punctuation, spelling
   - c. subject-verb agreement
   - d. standard forms of nouns and verbs.

Conferencing strategies, teacher/peer editing strategies

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. demonstrate proficiency in using the writing process;
2. make connections between prior knowledge and new information using prewriting strategies;

Listing, webbing, brainstorming, jotting, freewriting, outlining

3. write regularly on self-selected topics;
4. write on prompted topics demonstrating organization, flow, and clarity;
5. synthesize information from a variety of sources in order to produce a piece of writing that demonstrates expansion of a concept;
6. monitor writing with increasing independence, to determine if meaning is clear and purpose is achieved;

Teacher/peer/self conferencing strategies

7. revise writing to refine meaning;

Techniques might include self-correction and conferencing.

8. write in response to fiction and nonfiction, using the writing to develop interpretations.

Use response journals as a basis for interpretive discussions.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use a variety of structures and strategies to write for different purposes and audiences;
2. engage in writing for a sustained period of time;
3. expand knowledge of content areas through writing;
4. write, evaluate, and publish individually and cooperatively.

Possibilities include bringing a piece of writing to a final draft form, making class publications, entering writing contests,making literary magazine submissions, and publishing a book in the Young Author Program.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. explore global issues through writing;

Environmental unit/projects, health issues, international conflict, etc.

2. react to and develop concepts in content areas through writing;

Learning logs, lab reports, social studies units, a portfolio of student reflections on the learning process in a content area

3. extend awareness of world culture and historical perspectives through writing;

Writing from various points of view

4. extend the use of the writing process, writing strategies, and study skills to all content areas;

Note-taking, outlining, research projects, thematic units

5. participate in a variety of writing activities that include individual, small-group, whole-class (inter-class), and cross-age (intra-class) experiences;

6. extend and enrich writing experiences through technology and multimedia activities.

Word processing, newsletters, desktop publishing, huyper-card

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to and view a variety of genres;
2. identify a particular author's style through listening and viewing;
3. hear and view effective grammar and syntax modeled by the teacher and the media;
4. expand vocabulary through listening and viewing;
5. explain differences in grammar and syntax according to the author's purpose.

Discuss style as a result of experiencing various presentations of an author's work.

List and discuss new/unfamiliar vocabulary.

Impersonation of an author's works and/or characters

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. with increasing independence, gather information from a variety of listening/ viewing sources;
2. critically view and listen to a variety of specified and self-selected media with increasing independence;
3. reconstruct and broaden conceptual meaning gained from self-selected listening/ viewing into another form of communication for clarification.

Use recordings, movies, videos, slides, graphs, charts, maps, models, etc.

Determine necessary and unnecessary information, fiction or nonfiction, and fact or opinion.

Rephrase confusing statements, paraphrase, summarize a speech, critique a movie, compare a movie and a book.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen/view media for a variety of purposes;	Observe objects or events, detect patterns, and make inferences.
2. demonstrate the ability to use higher-level questioning strategies through listening (inquiry method);	
3. note relevant information while listening;	Distinguish important from unimportant information for note-taking, note teacher cues, follow directions, distinguish new information from old, etc.
4. be actively engaged in listening;	Model good listening, practice getting information the first time, etc.
5. use a variety of technology and media to conduct research, solve problems, and/or make decisions;	Learners should have frequent opportunities to use information sources other than printed texts for research purposes.
6. integrate listening/viewing with reading, writing, and speaking.	Learning projects, thematic units, etc.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. broaden knowledge of dialects, language differences, and cultures through visual and listening experiences;	
2. broaden concepts/ideas by listening to adults and peers;	
3. effectively engage in small-group and large-group discussions;	Conferencing, group sharing, small-group discussions
4. conduct and evaluate effective interview situations.	Role model good listening etiquette.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

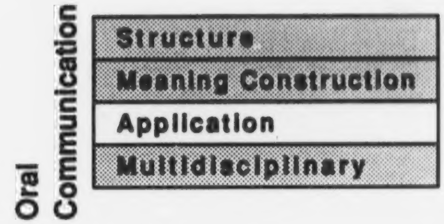
1. clarify understanding through talking with the teacher and/or peer discussion;	Questioning strategies, learning partners, cooperative learning groups
2. with increasing independence, organize information to prepare for oral communication;	
3. broaden ideas and concepts through oral communication;	Class brainstorming, teacher and/or peer discussions
4. use audience reaction to determine if meaning is clear when speaking in small groups or whole-class situations.	Identify body language, videotaping, peer review

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

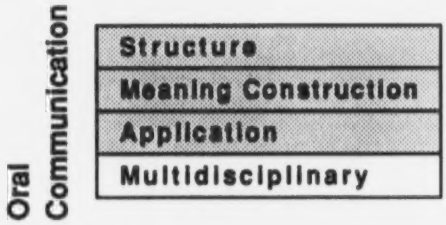
The learner will

1. compare and contrast different speaking styles according to audience and purpose;	Argument, information, entertainment, explanation, instruction
2. exhibit the ability to use standard syntax, grammar, and usage in oral presentations;	Study and use of oral presentations
3. compare/contrast effective models of speaking techniques;	Tone, articulation, gestures, volume
4. select and extend appropriate vocabulary according to audience and purpose.	


Oral Communication
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. speak to small- and large-group audiences for a variety of assigned and self-selected purposes;	Formal or informal presentations, oral presentations of writing or research
2. develop and demonstrate strategies for an effective speech that include preparation, organization, and practice;	Collect and organize information.
3. integrate speaking with reading, writing, and listening/viewing experiences;	
4. change or revise strategies during a speech when conditions have changed, e.g., running out of time, technical difficulties.	


Oral Communication
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. participate in small- or large-group oral language activities that focus on common interests or themes;	Learning projects, theme, units, etc.
2. discuss reading and writing in small-group and whole-class activities;	Conferencing and group sharing
3. use technology to analyze and evaluate speaking effectiveness;	Videotape or audiotape speeches or presentations.
4. use technology and media to enhance an oral presentation and engage an audience;	Use slides, music, computer graphics, etc.
5. exhibit the ability to adjust speech to the needs of the listener.	Reading to a small child, applying for a job, giving directions, conducting an interview, asking for help

PERFORMANCE OBJECTIVES
READING
GRADE EIGHT

1. Presented with a fictional selection of at least 500 words which has topical and structural integrity and is at an appropriate level of instruction, the learner will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, as evidenced in part by the capacity to

    a. use contextual clues to determine the meaning of new words and the appropriate meaning of words with multiple meanings;
    b. respond to questions dealing with a problem and its solutions or important details;
    c. select the correct order (sequence) of sentences in a passage;
    d. predict the most probable outcome (what is likely to happen in a particular circumstance);
    e. identify both stated and inferred cause and effect relationships;
    f. distinguish between what is directly stated and what a reader might infer from the passage;
    g. predict whether certain information is likely to be included in particular specified material;
    h. answer questions that demonstrate comprehension of the main idea and supporting details.

2. Presented with a nonfiction selection of more than 500 words which has topical and structural integrity and is at an appropriate level of instruction, the learner will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to

    a. respond to questions dealing with a problem and its solutions;
    b. select the main idea implied in the passage;
    c. identify both stated and inferred cause and effect relationships;
    d. distinguish between information stated and inferred;
    e. distinguish between fact and opinion;
    f. predict whether certain information is likely to be included in particular specified material;
    g. cite specific sentences supporting the main idea or point;
    h. determine whether the author's purpose is to persuade, entertain, inform, or instruct;
    i. select the best summary for a specified audience.

3. Presented with a variety of common/functional reading materials appropriate to the level of instruction, the learner will identify, locate, and use information from the library and other sources, as evidenced in part by the capacity to

   a. answer questions that require printed directions of at least five steps to be followed mentally;
   b. use skills/processes including alphabetical ordering; skimming and scanning; reading charts, tables, diagrams, graphs, maps, labels, and signs, as most appropriate for various types of reference sources and illustrative materials;
   c. interpret vocabulary found in common functional materials including application forms;
   d. detect when propaganda is being used.

4. Presented with selections which have topical and structural integrity and are at an appropriate level of instruction, the learner will identify basic literary elements and discuss relationships between those literary elements and textual meaning.

5. The learner will respond to reading by interpreting text, using background knowledge, using literary elements, and developing inferences.

PERFORMANCE OBJECTIVES
WRITING
GRADE EIGHT

1. Given a prompt which elicits expository, narrative, or descriptive writing, the learner will write in direct response to that prompt using ideas, reasoning, examples, and/or commentary that is pertinent, as evidenced in part by the capacity to

   a. focus on the topic with ample supporting ideas or examples;
   b. develop a logical structure;
   c. convey a sense of completeness, or wholeness;
   d. demonstrate a mature command of language, including precision in word choice;
   e. use complete sentences except when fragments are used purposefully;
   f. communicate ideas and feelings;
   g. develop a tone that considers audience, situation, and purpose.

2. Given a prompt, the learner will write in direct response to that prompt demonstrating knowledge of grammar, mechanics, and usage, as evidenced in part by the capacity to

   a. follow conventions of punctuation and capitalization;
   b. spell words correctly;
   c. maintain subject/verb agreement;
   d. choose and use clear language;
   e. use standard forms of verbs and nouns;
   f. demonstrate the use of appropriate and varied adjectives and adverbs.

3. The student will use the writing process to develop and evaluate self-initiated writing, as evidenced in part by the capacity to

   a. select and use prewriting techniques to support ideas;
   b. draft independently;
   c. revise draft by adding, changing, or deleting material;
   d. edit with peers;
   e. publish writing for an intended audience.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE EIGHT

1. The learner will demonstrate appropriate grade-level listening/viewing skills by listening to/viewing a variety of media and being able to

   a. identify a particular author's style through listening and viewing;
   b. expand vocabulary through listening and viewing;
   c. with increasing independence, gather information from a variety of listening/viewing sources;
   d. note relevant information while listening/viewing;
   e. broaden knowledge of different cultures through visual and listening experiences.

2. The learner will demonstrate the ability to evaluate the technical aspects of an oral presentation.

3. The learner will identify verbal and nonverbal acts in a television/or radio commercial that can be interpreted in two or more ways.

4. The learner will demonstrate the ability to identify the communication rituals used in everyday situations, e.g., legal, occupational, religious, social.

5. The learner will demonstrate the ability to retain information heard by using note-taking techniques to record current information, to retrieve prior knowledge, and to link old information with new.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE EIGHT

1. The learner will demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to
   a. compare and contrast different speaking styles according to audience and purpose;
   b. speak to small and large groups for a variety of assigned and self-selected purposes;
   c. participate in small-or large-group activities that focus on common interests and/or themes;
   d. use technology to analyze and evaluate speaking effectiveness;
   e. use technology to enhance oral presentations;
   f. adjust speech to the needs of the listener.

2. The learner will demonstrate the ability to validate an understanding of a message through an objective synopsis of the information.

3. The learner will demonstrate the ability to verbalize a set of complex directions in an organized and clearly stated manner.

4. The learner will demonstrate the personal development of effective strategies for rehearsing a speech.

GRADES

NINE - TWELVE

Within the 9-12 cluster, students become critical, independent users of the language processes of reading, writing, listening, viewing, and speaking. In the early stages of the cluster, students demonstrate their need for increased independence, and only periodic teacher support is generally needed. Materials in this cluster become increasingly complex, with the accomplished language user striving for proficiency with complex and diverse texts. Use of conventions is refined and polished as students strive to be more effective communicators.

Recommendations from the English Coalition Report

Tracking and ability-grouping are perpetuated by the assumption that teachers can better meet individual needs in groups of homogeneously grouped students. In *A Place Called School* (McGraw-Hill, 1984), John Goodlad calls this assumption 'a retreat rather than a strategy' (297) - in particular noting the differences in teaching modes that emphasize rote learning and skills practice in low tracks, but 'higher-order' thinking skills in high tracks, a dichotomy that denies 'low-track' students the 'types of instruction most highly associated with achievement' (155).

In addition, tracking systems in many schools have the effect of segregating learners along lines that are primarily racial or ethnic. In this way, and because such segregation prevents a richness of experience for high-and low-track students which mixed classes provide, the hidden curriculum demonstrated by tracking promotes elitism of certain learning styles, modes of expression, and cultural and ethnic views.

When learners are separated by ability or skill level into reading groups or ability-grouped classes, they suffer from the lack of interaction with learners of different abilities. We recommend, therefore, that students studying the same subject not be assigned to classes on the basis of past performance or testing, and that teachers be trained to modify classroom practices in order to offer equitable educational opportunities within heterogeneous groupings in all classrooms.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 40.

GRADE NINE

Reading

- Structure
- Meaning Construction
- Application
- Multidisciplinary

The learner will	Comments/Activities
1. exhibit knowledge of language structure;	Syntactic elements, structural analysis, sentence patterns, and grammatical constructions
2. recognize that there may be more than one interpretation of reading selections;	Students incorporate personal experiences, prior knowledge, and the text itself into their own interpretations.
3. recognize various literary devices;	Metaphor, simile, personification, hyperbole, pun, alliteration
4. recognize and discuss literary elements;	Plot, dialogue, theme, setting, characterization, etc.
5. develop and use an increasingly sophisticated vocabulary gained through context.	By focusing on language in context, students appreciate nuances of meaning.

Reading

- Structure
- Meaning Construction
- Application
- Multidisciplinary

The learner will	
1. demonstrate the ability to recognize appropriate pre-reading strategies;	Develop a frame of reference before and during reading, keep a reading log, understand purpose for reading.
2. discuss the effectiveness of a reading selection;	Consider whether the selection creates an emotion, responds to a question, supports a theme, etc.

3. read to clarify personal thinking and understanding;

The reader can think through a concept or problem during reading.

4. support an interpretation of a text by locating and citing specific information;
5. recognize semantic elements in texts (e.g., figurative language, denotation, connotation, dialect) to clarify meaning when reading;
6. develop a personal response to a variety of works of literature;
7. recognize diverse literary interpretations;
8. engage in self-selected reading activities.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select and read material for personal enjoyment and information;

Reading improves when the reader is engaged with text for extended periods of time.

2. read a variety of complete, unabridged works;

Self-selected or assigned stories, essays, nonfiction, plays, novels, and poetry

3. employ various reading strategies according to purpose;

Use strategies such as scanning, skimming, reviewing, questioning, testing, retaining.

4. participate in the selection of books, materials, and topics for literature study groups;
5. read selections from a variety of styles and formats;
6. develop and apply an understanding of the interrelationship of concepts.

Construct webs, graphs, and timelines.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. explain the interaction between literature and various cultural domains;

Social, technological, political

2. connect themes and ideas across the disciplines through literature;
3. read to facilitate learning across the curriculum;
4. read to develop an awareness of human rights and freedom;
5. read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty, responsibility, and self-discipline;

Experience our diverse literary tradition, including works by men and women of many racial, ethnic, and cultural groups.

6. value the thinking and language of others;
7. participate actively in a community of learners.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. develop through practice and discussion a repertoire of organizational strategies, e.g., narration, comparison/contrast, and description;

Organize note cards to fit an outline or web; write paper based on note cards.

2. integrate information from a variety of sources to construct meaning;
3. clarify word choice according to audience, topic, and purpose;
4. locate and correct errors in usage, spelling, and mechanics, using a variety of resources;

Subject-verb agreement, tense, parallel construction, pronoun reference, punctuation, capitalization, and sentence structure

5. recognize information gained from primary and secondary sources;

Learners have difficulty with the concept of plagiarism, especially when using information summarized from secondary sources.

6. develop writing which contains ordered, related, well-developed paragraphs with sentences of varied lengths and patterns.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. demonstrate an understanding of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences;

Make connections between prior knowledge and new information for writing; consult with other sources.

2. develop criteria for the evaluation of writing, using scoring guides and peer/teacher assistance to clarify meaning;

Select piece for portfolio, use district rubric/holistic scale, class-developed scoring guides, primary trait scoring, etc.

3. respond to suggested revisions made by others to a piece of writing;

Self-question, re-read, and revise own writing.

4. use word processing, graphics, and publishing as aids for constructing meaning in writing;
5. engage in self-initiated writing activities.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. apply appropriate writing techniques suitable for varied writing tasks;

Prewriting, drafting, revising, editing, presenting

2. use sentence combining techniques to improve syntactic fluency and maturity;
3. write in response to prompted and self-selected topics in the descriptive, narrative, and expository domains;

Descriptive writing draws upon all the senses to paint pictures with words. The powers of perception are focused as the ability to use precise words is enhanced.

Narrative writing tells a real or imaginary story. Sequencing, transition, suspense, and climax are essential.

Expository writing explains ideas with clarity, coherence, and perception. Techniques such as definition, analysis, and cause-effect are used.

4. develop a personal voice in writing;
5. consider audience and purpose for writing;
6. develop criteria for selection and potential development of topic;
7. write in a journal or learning log to clarify personal thinking and understanding;
8. demonstrate the ability to use transitions between sentences, ideas, and paragraphs in writing;
9. apply an expanding vocabulary gained through writing;
10. make judicious use of reference sources;

Dictionary, thesaurus, on-line data base, encyclopedia

11. demonstrate, through word choice and style, an appreciation for aesthetically pleasing language.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use the writing process for learning across the curriculum;

Record experiences and observations related to learning across the disciplines.

2. use the writing process to demonstrate an understanding of human rights and freedom;
3. value and apply collaborative skills in the writing process;
4. write in response to reading, speaking, viewing, and listening;
5. use the communication processes in collaboration with others to develop a published piece of writing;

   Abstracts, essays, stories, reports, etc.
6. use multidisciplinary resources in writing projects.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to and view a wide variety of genres;

   Mystery, drama, poetry
2. become aware of an author's style through listening/viewing a variety of works;
3. recognize correct and appropriate grammar, diction, and syntax;
4. expand vocabulary through listening/viewing varied media;

   Recordings, films, music, news broadcasts, etc.
5. recognize the beauty of language.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. develop the critical-thinking skills necessary to evaluate media and assess oral presentations;

2. compare new oral texts to past experiences and knowledge in order to enhance comprehension;
3. recognize how rhythmic patterns, silence, and cadences enhance the quality of speech and literature;
4. focus listening and viewing on themes and/ or plots;
5. gather information from listening and viewing experiences to enhance research.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen attentively during oral reading;
2. use media as stimuli for learning and thinking;
3. develop knowledge of structure through art, music, and literature;
4. use electronic media to enhance and highlight language learning;
5. listen and view for entertainment and enjoyment;
6. use technology and other media as a means of expressing ideas.

Videos, posters, maps, graphs, T-shirts, etc.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. facilitate learning across the curriculum through critical listening and viewing;

2. engage in individual, small-group, and whole-group listening and viewing activities;
3. develop language arts projects collaboratively;
4. investigate language and cultural differences through listening and viewing activities;
5. participate through productive listening in a community of learners.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. refine the skills of oral communication;

Voice modulation, eye contact, body language, etc.

2. demonstrate an understanding of grammar, usage, and syntax when presenting;
3. select topics and vocabulary suitable to the audience;
4. organize notes and ideas for speaking;

Cause-effect, chronological order, exemplification

5. use language imaginatively.

Word games, puns, limericks

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. make connections between prior knowledge and new information for oral presentations;
2. participate in informal speaking activities;

Opinion, supporting statements, question, clarification, entertainment

3. use interviewing techniques to gather information;
4. communicate orally to entertain and to inform;
5. participate in group communication activities;

Debate, panel discussion, negotiation, book sharing, roundtable, cooperative/collaborative groups, etc.

6. take notes and organize them in the preparation of a speech/presentation;
7. interpret texts orally to illustrate meaning;
8. respond to the needs of various audiences.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. become proficient at using interviewing techniques;
2. give an oral interpretation for a specific audience;
3. develop and apply oral communication skills for cooperative/collaborative learning;
4. use oral communication for a variety of purposes and audiences;
5. develop and apply decision-making strategies.

Negotiations, book reviews, rationales, etc.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. value the thinking and language of others and self;
2. develop speaking projects collaboratively;
3. be involved in individual, small-group, and whole-group language activities;
4. participate actively in a community of learners.

PERFORMANCE OBJECTIVES
READING
GRADE NINE

1. Given a fictional selection at an appropriate level of instruction, the learner will demonstrate an integrated understanding of language and elements of fiction, as evidenced in part by the capacity to

   a. read uncommon, low-frequency words;
   b. state possible themes in theme-appropriate language;
   c. recall details and sequences of time and places;
   d. analyze statements based on fact and on inference;
   e. summarize the text;
   f. determine most probable outcomes and cause-and-effect relationships;
   g. identify structural elements of literature (e.g., plot, theme, character, setting);
   h. identify literary devices, such as simile, metaphor, pun, alliteration, and personification.

2. Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve by responding to items, as evidenced in part by the capacity to

   a. use the context or glossary to identify the meaning of unfamiliar or multiple meaning words;
   b. identify an implied thesis;
   c. identify statements based on fact;
   d. predict what type of information is likely to be included in material, then confirm through reading text;
   e. trace details that support the main idea;
   f. identify the apparent purpose of the selection;
   g. summarize the text;
   h. analyze the author's attitude toward a topic, including possible biases;
   i. compare and contrast facts;
   j. recognize and interpret organizational patterns of writing (e.g., cause and effect, time order, comparison and contrast, simple listing).

3. Given everyday/functional reading materials, the student will identify, locate, and use information from libraries and other sources, as evidenced in part by the capacity to

   a. recognize bias;
   b. select and use appropriate reference sources and illustrative materials
      - examples of reference sources/illustrative materials: individual, encyclopedia, almanac, atlas, periodical/newspaper, complex schedule, and *Readers' Guide to Periodical Literature*
      - examples of skills/processes: read charts, tables, diagrams, graphs, and maps; identify alternative/additional reference sources for a specific topic.

4. The learner will respond to a variety of texts, including complete works, by generating interpretations which rely on background knowledge and literary elements to determine responses.

5. The learner will demonstrate the use of different reading strategies (e.g., re-reading, skimming).

PERFORMANCE OBJECTIVES
WRITING
GRADE NINE

1. The learner will generate writing, appropriate to varied audiences and purposes, that
   a. demonstrates competency in grammar, mechanics, and spelling;
   b. demonstrates functional knowledge of organizational skills and strategies;
   c. conveys meaning.

2. The learner will generate writing which contains ordered, related, well-developed ideas.

3. The learner will demonstrate use of the writing process in developing writing, as evidenced in part by the capacity to
   a. select from a repertoire of prewriting strategies to develop and organize ideas;
   b. reflect organizational pattern in draft;
   c. revise draft to focus on purpose and reader;
   d. edit draft;
   e. publish finished draft for intended audience.

4. The learner will use specified criteria to select writings for a folder or portfolio.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE NINE

1. The learner will demonstrate the ability to listen, to imagine, and to extend ideas in a presentation for enjoyment and emotional response (including appreciation for aesthetic, artistic, and dialectic richness).

2. The learner will demonstrate the ability to listen to and evaluate a message without being swayed by the appearance or delivery of the speaker.

3. The learner will demonstrate appropriate listening/viewing skills by listening to/viewing a variety of media and being able to

   a. gather information from listening and viewing material which is to be used for reports, projects, oral presentations, etc.;
   b. use technology and other media as a means of expressing ideas;
   c. identify a particular author's style through listening/viewing a variety of works;
   d. expand vocabulary through listening to/viewing varied media.

4. The learner will demonstrate the ability to identify nonverbal modes of communication which promote or impede effective listening.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE NINE

1. The learner will demonstrate the ability to define style and explain the importance of style in oral language.

2. The learner will demonstrate the ability to use organizational devices and provide continuity when speaking to make ideas easy for listeners to remember and understand.

3. The learner will demonstrate the ability to plan and present an informative speech.

4. The learner will demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to

   a. select topics and vocabulary suitable to the audience;
   b. organize notes and ideas for a variety of speaking situations;
   c. communicate orally to entertain and inform;
   d. use interviewing techniques to gather information;
   e. participate in group communication activities;
   f. give an oral interpretation for a specific audience.

Recommendations from the English Coalition Report

The secondary strand agreed on the following principles:

1. Learning is the process of actively constructing meaning from experiences, including encounters with a broad range of print and nonprint texts (films, videos, TV and radio advertisements, and so on).
2. Others--parents, teachers, and peers--help learners construct meanings by serving as supportive models, providing frames and materials for inquiry, helping create and modify hypotheses, and confirming the worth of the venture.
3. Learners at different ages and stages of development may well learn in different ways.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 17.

GRADE TEN

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. apply knowledge of language structure in reading;	Syntactic elements, structural analysis, sentence patterns, and grammatical constructions
2. explain why there may be more than one interpretation of reading selections;	
3. recognize the effect of literary devices on meaning;	Metaphor, simile, personification, hyperbole, pun, alliteration
4. analyze the author's use of literary elements;	Plot, dialogue, theme, setting, characterization
5. develop and use an increasingly sophisticated vocabulary gained through context.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	
1. confirm and extend meaning in reading by researching new concepts and facts;	Develop a frame of reference before and during reading.
2. self-monitor and apply corrective strategies when communication has been interrupted or lost;	
3. use features of literary genres to extend meaning;	
4. assess the effectiveness of a selection read;	
5. use reading as a possible problem-solving strategy to clarify personal thinking and understanding;	

6. use knowledge of semantic elements to clarify meaning when reading;
7. develop a personal response to a variety of works of literature;
8. recognize diverse literary interpretations;
9. engage in self-selected reading activities.

Figurative language, denotation, connotation, dialect

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select and read material for personal enjoyment and information;
2. read a variety of complete, unabridged works;
3. participate in the selection of books, material, and topics for literature study groups;
4. read selections from a variety of styles and formats, recognizing that style and format influence meaning;
5. extend the value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new concepts and interests developed as a result of these activities.

Encourage students to read for sustained periods of time.

Self-selected or assigned stories, essays, nonfiction, plays, novels, and poetry

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. recognize the interaction between literature and various cultural domains;

Social, technological, political, economic

2. connect themes and ideas through literature;
3. read to facilitate learning across the curriculum;
4. use the reading process to develop an awareness of human rights and freedom;
5. explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literary tradition, including works by men and women of many racial, ethnic, and cultural groups;
6. value the thinking and language of others and self;
7. participate actively in a community of learners.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. develop through practice and discussion an expanded repertoire of organizational strategies: narration, comparison/contrast, and description;
2. use information from a variety of sources to develop an integrated piece of writing;
3. evaluate and revise writing to focus on such things as audience, tone, and purpose;
4. use a variety of resources to locate and correct errors in usage, spelling, and mechanics;

Subject-verb agreement, tense, parallel construction, pronoun reference, punctuation, capitalization, and sentence structure

5. recognize differences between documentation and reference list styles;
6. appropriately cite information gained from primary and secondary sources;

Learners have difficulty with the concept of plagiarism, especially when using information summarized from secondary sources.

7. develop extended pieces of writing which contain ordered, related, well-developed paragraphs with sentences of varied lengths and patterns.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. demonstrate an understanding of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences;
2. incorporate personal criteria with generally accepted standards for the evaluation of writing;
3. respond to suggested revisions made by others to a piece of writing;
4. use word processing, graphics, and publishing as aids for constructing meaning in writing;
5. engage in self-initiated writing activities.

Consult with other sources during process.

Self-question, re-read, and revise own writing.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. apply revising and editing strategies needed for the writing task;
2. vary sentence lengths and patterns;
3. write in the persuasive, narrative, and expository domains;
4. refine personal voice in writing;
5. vary styles and formats for the intended purpose and audience;
6. apply criteria for selection and development of topic;
7. keep a learning log/journal to clarify personal thinking and understanding;

Persuasive writing attempts to convince, inspire, or persuade the reader to think as the writer does through facts, reason, and emotion.

8. participate in peer review of writing in progress;
9. use transitions between sentences, ideas, and paragraphs in writing;
10. apply an expanding vocabulary gained through writing;
11. make judicious use of reference sources (e.g., dictionary, thesaurus, on-line data base, encyclopedia).

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use the writing process to facilitate learning across the curriculum;

Record experiences and observations related to learning across the disciplines.

2. use the writing process to demonstrate an understanding of human rights and freedom;
3. recognize the value of and engage in collaboration in the writing process;
4. write in response to reading, speaking, viewing, and listening;
5. use the communication processes to develop a published piece of writing in collaboration with others;
6. use multidisciplinary resources in writing projects.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to and view a wide variety of genres;
2. enhance recognition of an author's style through listening/viewing a variety of works;
3. expand use of correct and appropriate grammar, diction, and syntax through listening;
4. expand vocabulary through listening/viewing varied media;
5. recognize the use and misuse of language in media.

Recordings, films, music, etc.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use critical-thinking skills to evaluate media and oral presentations;
2. use prior knowledge and experiences to facilitate comprehension of new oral texts;
3. identify rhythmic and time patterns in speech and literature;
4. identify and analyze themes and/or plots when listening and viewing;
5. use information gathered from listening and viewing experiences to expand research.

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Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen attentively during oral reading;
2. use media as stimuli for learning and thinking;
3. develop knowledge of structure through art, music, and literature;
4. use the electronic media to enhance and highlight language learning;
5. use listening and viewing for entertainment and enjoyment;
6. use technology and other media as a means of expressing ideas.

Videos, posters, maps, graphs, T-shirts, etc.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen and view critically to facilitate learning across the curriculum;
2. be involved in individual, small-group, and whole-group listening and viewing activities;
3. collaboratively develop listening and viewing projects;
4. investigate language and cultural differences through listening and viewing activities;
5. participate in a community of learners.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. modulate voice to enhance meaning when interpreting literature orally;
2. select topics and vocabulary suitable to the audience;
3. organize notes and ideas for formal, semi-formal, and informal presentations of information;
4. make imaginative use of language.

Word games, puns, limericks

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. gather and assess information for speaking;
2. communicate orally to inform and persuade;
3. prepare and deliver a formal speech/presentation;
4. participate in a variety of oral interpretations;
5. assess needs of audience, adjusting language and presentation according to their understanding.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. practice interviewing techniques;
2. develop and apply oral speaking skills for cooperative/collaborative learning;
3. use oral communication for a variety of purposes and audiences;
4. develop and apply decision-making strategies.

Negotiations, book reviews, rationales

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. value the thinking and language of others;
2. collaboratively develop oral communications projects;
3. be involved in individual, small-group, and whole-group language activities;
4. participate actively in a community of learners;
5. investigate language and cultural differences through oral language activities.

PERFORMANCE OBJECTIVES
READING
GRADE TEN

1. Presented with appropriate nonfictional selections, the learner will demonstrate comprehension, as evidenced in part by the capacity to

   a. find major concepts by identifying stated or implied thesis, then differentiating between details that support the thesis and those that do not;
   b. differentiate statements based on fact from statements based on opinion;
   c. make predictions about whether certain information is likely to be included in material;
   d. summarize material for specified audiences;
   e. suggest one purpose author might have for writing a selection, assessing author's attitude toward a topic.

2. Presented with everyday/functional reading materials, the student will identify, locate, and use information from libraries and other sources, as evidenced in part by the capacity to

   a. follow directions of multiple steps;
   b. facilitate the selection and use of appropriate reference sources and illustrative materials;
   c. understand the meaning of vocabulary words used on an application form;
   d. identify the use of propaganda.

3. After reading a literary selection, the learner will respond in writing, demonstrating an acceptable level of understanding of the material, as evidenced in part by the capacity to

   a. relate a personal experience to the literary work;
   b. compare the literary work to another which has been studied;
   c. determine structure of the literature, including such areas as theme, characters, plot, and setting.

4. The learner will respond to a variety of texts, including complete works, by generating interpretations using background knowledge and literary elements to determine responses.

PERFORMANCE OBJECTIVES
WRITING
GRADE TEN

1. The learner will generate writing, in response to a prompt that is designed to elicit narrative writing, that demonstrates competence in development of content and use of language, as evidenced in part by the capacity to

   a. convey a message clearly related to the prompt;
   b. develop fully a beginning, middle, and ending;
   c. include relevant and clearly developed supporting ideas or examples in a logical order;
   d. use a rich variety of words which are appropriate to the audience, purpose, and topic;
   e. use complete sentences, varying lengths and patterns;
   f. illustrate a sense of personal style.

2. The learner will generate writing, in response to a prompt that is designed to elicit expository writing, that demonstrates competence in development of content and use of language, as evidenced in part by the capacity to

   a. convey a message clearly related to the prompt;
   b. establish a main idea;
   c. include relevant and clearly developed supporting ideas or examples in a logical order;
   d. use a rich variety of words which are appropriate to the audience, purpose, and topic;
   e. use complete sentences, varying lengths and patterns;
   f. illustrate a sense of personal style.

3. The learner will generate writing, in response to a prompt that is designed to elicit persuasive writing, that demonstrates competence in development of content and use of language, as evidenced in part by the capacity to

   a. convey a message clearly related to the prompt;
   b. establish a main idea related to an opinion or position;
   c. include relevant and clearly developed supporting ideas or examples in a logical order;
   d. select and use language appropriate for the persuasive task;
   e. use complete sentences, varying lengths and patterns;
   f. illustrate a sense of personal style.

4. The learner will revise and edit writing to demonstrate competence in the application of mechanics, as evidenced in part by the capacity to

a. use standard noun and verb forms;
b. maintain subject-verb agreement;
c. apply punctuation and capitalization rules;
d. correct spelling.

5. The learner will use specified criteria to select writings for a folder or portfolio.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE TEN

1. The learner will demonstrate the ability to revise confusing statements after listening to a presentation.

2. The learner will demonstrate the ability to distinguish between objective oral presentations and slanted or biased presentations.

3. The learner will demonstrate the ability to recognize the effects of personal bias on meaning while listening.

4. The learner will demonstrate appropriate grade-level listening/viewing skills by listening to/viewing a variety of media and being able to

    a. expand vocabulary through listening/viewing;
    b. recognize the use and misuse of language in media;
    c. identify rhythmic and time patterns in speech and literature;
    d. use information gathered from listening and viewing experiences to expand research.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE TEN

1. The learner will demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to

   a. gather and organize notes and ideas for formal, semi-formal, and informal presentations of information;
   b. communicate orally to inform and persuade;
   c. participate in a variety of oral interpretations;
   d. prepare and deliver a formal speech/presentation.

2. The learner will demonstrate an understanding of the basic responsibilities a speaker assumes in exercising the right to free speech.

3. The learner will demonstrate the development of personal style in effective speaking.

4. The learner will demonstrate the use of figures of speech and stylistic devices to make language vivid and memorable.

GRADE ELEVEN

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. recognize the relationship of structure to meaning, e.g., Dickens' use of chapter endings to heighten suspense, sonnet structure;	Syntactic elements, structural analysis, sentence patterns, and grammatical constructions
2. discuss various interpretations and levels of meaning in reading selections (e.g., symbolism, nuance);	Students incorporate personal experiences, prior knowledge, and the text itself into their own interpretations.
3. characterize the author's use of literary devices;	Metaphor, simile, personification, hyperbole, pun, alliteration, etc.
4. characterize the use of literary techniques;	Irony, satire, allegory, onomatopoeia, etc.
5. critique a variety of literature with regard to plot, dialogue, theme, setting, characterization;	
6. apply an expanding vocabulary gained through reading;	
7. develop and use an increasingly sophisticated vocabulary gained through context.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	
1. predict, recognize, and interpret themes based on familiarity with author's work;	Develop a frame of reference before and during reading.

2. compare and contrast genres of literature;
3. assess the validity and quality of a selection read.

Predict, summarize, analyze, draw conclusions, make informed judgments, and make decisions.

4. read as a possible problem-solving strategy to clarify personal thinking and understanding;
5. support an interpretation of a text by locating specific information;
6. use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading;
7. compare personal reaction to critical assessment of a literary selection;
8. assess the validity of diverse literary interpretations;
9. engage in self-selected reading activities.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select and read material for personal enjoyment and information;

Students need to be engaged in reading for uninterrupted, extended periods.

2. read a variety of complete, unabridged works;
3. participate in the selection of books, materials, and topics for literature study groups;
4. read extensively from the works of a particular author.

Self-selected or assigned stories, essays, nonfiction, plays, novels, and poetry

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. relate literature to the historical period about which or in which it was written;
2. recognize the interaction between literature and other cultural factors;
3. connect themes and ideas across the disciplines through literature;
4. use the reading process to facilitate learning across the curriculum;
5. use the reading process to develop an awareness of the need for human rights and freedom;
6. explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literary tradition;
7. value the thinking and language of others and self;
8. participate actively in a community of learners.

Social, technological, political

Include works by men and women of many racial, ethnic, and cultural groups.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select from a repertoire of organizational strategies a pattern appropriate to a topic, e.g., narration, example, detail, comparison and contrast, classification;

2. synthesize information from a variety of sources;
3. refine word choice and tone according to audience, situation, and purpose;
4. use a variety of resources to locate and correct errors in usage, spelling, and mechanics;

Subject-verb agreement, tense, parallel construction, pronoun reference, punctuation, capitalization, and sentence structure

5. use style manuals or software to prepare documentation and reference lists;
6. appropriately cite information gained from primary and secondary sources;

Learners have difficulty with the concept of plagiarism, especially when using information summarized from secondary sources.

7. develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. evaluate, analyze, and synthesize information for writing;
2. evaluate own writing using personal and established scoring criteria;
3. respond to suggested revisions made by others to a piece of writing;
4. recognize and refine personal writing styles;
5. use word processing, graphics, and publishing as aids for constructing meaning in writing;
6. engage in self-initiated writing activities.

Self-question, re-read, and revise own writing.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. revise and edit papers extensively in preparation for presentation/publication;	Peer review, checklists
2. write in response to prompted and self-selected topics in the practical, expository, and persuasive domains;	Practical writing gives or asks for clear information through notes, letters, reports, summaries, forms, and directions. Attention to details, accuracy, and tone are essential.
3. develop a variety of genres;	Fantasy, science fiction, short stories, poetry, etc.
4. focus writing and tone on such elements as audience, situation, and purpose;	Students need to be engaged in writing tasks over an extended period of time, from a few days to as much as a year-long project.
5. develop topic fully and appropriately;	
6. use the writing process to clarify personal thinking and understanding;	
7. use transitions between sentences, ideas, and paragraphs in writing;	
8. apply an expanding vocabulary gained through writing;	
9. make judicious use of reference sources, e.g., dictionary, thesaurus, on-line data base, encyclopedia.	

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use the writing process to facilitate learning across the curriculum;

2. record experiences and observations related to content learning;
3. use the writing process to demonstrate an understanding of the need for human rights and freedom;
4. apply collaborative skills in the writing process;
5. write in response to reading, speaking, viewing, and listening;
6. write collaboratively with peers;

Abstracts, essays, stories, reports

7. use the communication processes to develop a published piece of writing in collaboration with others;
8. use cross-disciplinary resources in writing projects.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to and view a wide variety of genres;

Mystery, drama, poetry

2. refine knowledge of style through listening/viewing multiple works by the same author;
3. refine grammar, diction, and syntax through listening;

Recordings, films, music, etc.

4. expand vocabulary through listening/viewing varied media.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. enhance the use of critical-thinking skills to evaluate media and oral presentations;
2. consider prior knowledge and experiences when attempting to understand the meaning of new texts;
3. appreciate rhythmic and time patterns of speech and literature;
4. identify and analyze themes when listening and viewing;
5. select viewing and listening materials to support written text.

Independent or group project

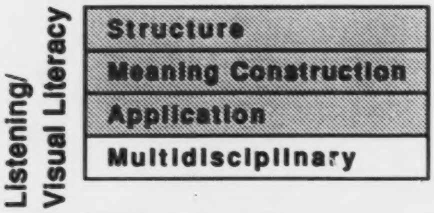
Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

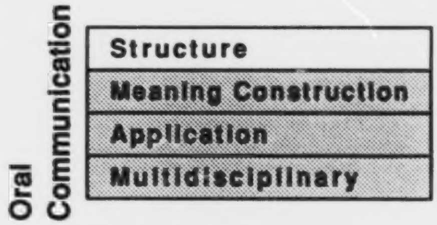
1. listen attentively during oral reading;
2. use media as stimuli for learning and thinking;
3. develop knowledge of structure through art, music, and literature;
4. use the electronic media to enhance and highlight language learning;
5. use listening and viewing for entertainment and enjoyment;
6. use technology and other media as a means of expressing ideas.

Videos, posters, maps, graphs, T-shirts, etc.


Listening/
Visual Literacy
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. use critical listening and viewing to facilitate learning across the curriculum;
2. be involved in individual, small-group, and whole-group listening and viewing activities;
3. collaboratively develop language arts projects;
4. investigate language and cultural differences through listening and viewing activities;
5. participate in a community of learners.


Oral
Communication
Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. refine speaking techniques for formal, semiformal, and informal settings;
2. select topics suitable to the audience and purpose;
3. develop a repertoire of organizational strategies for presenting information orally;
4. expand vocabulary to fit topic.

Interviews, group work, panel discussion, etc.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. analyze and synthesize information for speaking;
2. discuss effectiveness of a literary selection;
3. use interviewing techniques to gather information;
4. discuss a topic or idea in order to clarify personal/audience thinking;
5. prepare a formal speech/presentation;
6. participate in a variety of oral presentations.

Business meeting, parliamentary procedure

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. apply interviewing techniques to purposeful interviews;
2. focus oral interpretation on a specific audience;
3. develop and apply speaking skills for cooperative/collaborative learning;
4. use oral communication for a variety of purposes and audiences, e.g., negotiation, book reviews, rationales;
5. develop and apply decision-making strategies.

Job interviews, gathering information, etc.

Oral Communication

▨ **Structure**
▨ **Meaning Construction**
▨ **Application**
Multidisciplinary

The learner will

1. value the thinking and language of others and self;
2. collaboratively develop language arts projects;
3. be involved in individual, small-group, and whole-group language activities;
4. participate actively in a community of learners;
5. investigate language and cultural differences through oral language activities.

PERFORMANCE OBJECTIVES
READING
GRADE ELEVEN

1. After reading a complete work of literature, the learner will respond in writing, demonstrating an acceptable level of understanding of the material, as evidenced in part by the capacity to

    a. relate a personal experience or the experience of another, gleaned through literature, to the literary work;
    b. compare and contrast the literary work to another which has been studied;
    c. determine structural elements of the literature, including such areas as theme, characters, plot, setting, mood, and point of view;
    d. recognize and interpret organizational patterns of writing.

2. Presented with appropriate nonfictional selections, the learner will demonstrate comprehension, as evidenced in part by the capacity to

    a. find major concepts by identifying stated or implied thesis, then differentiating between details that support the thesis and those that do not;
    b. differentiate statements based on fact from statements based on opinion;
    c. make predictions about whether certain information is likely to be included in material;
    d. compare and contrast facts and events from one selection with facts and events from other selections.

3. Presented with everyday/functional reading materials, the student will identify, locate, and use information from libraries and other sources, as evidenced in part by the capacity to

    a. follow multiple-step directions;
    b. develop directions for completing a basic task;
    c. select and use appropriate reference sources and illustrative materials.

4. The learner will respond to a variety of texts, including complete works, by generating interpretations using background knowledge and literary elements to determine responses.

PERFORMANCE OBJECTIVES
WRITING
GRADE ELEVEN

1. When presented with a prompt designed to elicit narrative writing, the learner will generate writing appropriate for the purpose of narration that demonstrates competence in the development of content and use of language, as evidenced in part by the capacity to

   a. develop a response that is related to the prompt;
   b. prepare a fully developed beginning, middle, and end;
   c. use a rich variety of words that are appropriate to the audience, purpose, and topic;
   d. convey a message to the reader;
   e. write complete sentences, varying lengths and patterns;
   f. use language as an expression of self.

2. When presented with a prompt designed to elicit expository writing, the learner will generate writing appropriate for the specified purpose of exposition that demonstrates competence in the development of content and use of language, as evidenced in part by the capacity to

   a. convey a message clearly related to the prompt;
   b. establish a thesis;
   c. include relevant and clearly developed supporting ideas, examples, or details in a logical order;
   d. use a rich variety of words which are appropriate to the audience, purpose, and topic;
   e. use complete sentences, varying lengths and patterns;
   f. use language as an expression of self.

3. Given a prompt designed to elicit persuasive writing, the learner will generate writing appropriate for the purpose of persuasion that demonstrates competence in development of content and use of language, as evidenced in part by the capacity to

   a. achieve the purpose;
   b. convey a message clearly related to the prompt;
   c. establish a thesis;
   d. use language suitable to the persuasive task;
   e. use a wide variety of words;
   f. use complete sentences, varying lengths and patterns.

4. Given the opportunity to revise and edit writing, the learner will demonstrate competence in the application of mechanics, as evidenced in part by the capacity to

a. use standard noun and verb forms;
b. maintain subject-verb agreement;
c. use clear pronoun reference;
d. apply punctuation and capitalization rules, including those relating to sophisticated internal punctuation;
e. correct spelling.

5. Given the opportunity to select a piece of writing for a portfolio or other assessment, the learner will make an appropriate selection, as evidenced in part by the capacity to

a. review a folder of the learner's own writings;
b. apply evaluative criteria to the writings;
c. discuss possible selection with peer or teacher;
d. explain in writing what makes the selection the writer's best writing;
e. place the writing and the explanation of the choice in the learner's portfolio or folder.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE ELEVEN

1. The learner will demonstrate appropriate grade-level listening/viewing skills by listening to/viewing a variety of media and being able to

   a. expand vocabulary through listening to/viewing varied media;
   b. identify and analyze themes when listening and viewing;
   c. select viewing and listening materials to support written text;
   d. use technology and other media as a means of expressing ideas.

2. The learner will demonstrate the ability to identify interrelationships among ideas expressed or implied and the organizational patterns of spoken messages.

3. The learner will demonstrate the ability to listen to at least two points of view on the same topic and prepare a report or presentation incorporating both perspectives.

4. The learner will demonstrate the ability to follow a set of complex directions stated orally.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE ELEVEN

1. The learner will demonstrate the ability to reassess choices and strategies used in a speech, based upon feedback provided by members of the class, and outline an alternative speech based upon the feedback and reassessment.

2. The learner will demonstrate the ability to prepare written manuscripts and notes for speaking.

3. The learner will demonstrate the ability to use logical steps for developing a point when speaking or giving a presentation.

4. The learner will demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to

   a. select topics suitable to the audience and purpose;
   b. develop a repertoire of organizational strategies for presenting information orally;
   c. analyze and synthesize information for speaking;
   d. prepare a formal speech/presentation;
   e. participate in a variety of oral presentations.

Recommendations from the English Coalition Report

Because reading is a basic part of all academic study, improving reading ability becomes a goal for every academic class. The program in English, however, systematically examines many kinds of writing in order to improve students' general skills in interpretation. Literature provides many of the texts for study, but students also need to work with many other kinds of writing to become attuned and accustomed to different kinds of reading. Student writing itself is important as material for close analysis, with television, advertising, video, specialty magazines, film, and technical reports also providing appropriate texts for study.
Literary study offers students insights into human values expressed in times and places far removed from their own and helps them interpret experiences within their immediate worlds. They should be invited to read deeply in our diverse literary traditions, including writing by men and women of many racial, ethnic, and cultural groups. Literature makes real the cultures we inherit, as well as those of people different from us; it raises fundamental questions of value. Because literature by its very nature presents various views of reality and truth, some people or groups will inevitably try to mandate reading lists to 'fit' some particular political or social agenda. The obligation of the English teacher is to represent a range of readings sufficient to exhibit multiple human possibilities and to demonstrate a broad sweep of American cultures as they are embodied in literary texts. Balancing the total reading list in relation to students' needs and experiences requires professional judgment about particular classes and even about particular students, so sample library resources are essential, as is time for teachers to supervise individual reading. As a rule, texts should be presented in their complete form.

The English Coalition Conference: Democracy through Language. Urbana, Illinois: National Council of Teachers of English, 1989, p. 20.

GRADE TWELVE

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	Comments/Activities
1. recognize the relationship of structure to meaning;	Students may look at types of poetry to see how structure and meaning are related.
2. explain various interpretations and levels of meaning in reading selections, e.g., symbolism, nuance;	
3. analyze the use of literary techniques, e.g., extended metaphor, simile, personification, hyperbole, pun, alliteration;	
4. understand the use of literary devices, e.g., irony, satire, allegory, onomatopoeia;	
5. analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting, characterization;	
6. apply an expanding vocabulary gained through reading;	
7. develop and use an increasingly sophisticated vocabulary gained through context.	

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will	
1. interpret and analyze themes based on familiarity with author's work;	Develop a frame of reference before and during reading.
2. assess the validity and quality of a selection read;	Predict, summarize, analyze, infer, and make decisions.
3. read as a possible problem-solving strategy to clarify personal thinking and understanding;	

4. support an interpretation of text by locating specific information;
5. use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading;
6. use reference books to find, evaluate, and synthesize information;
7. be able to identify the tone of a literary work;

Ironic, serious, conversational, humorous

8. critique the validity of diverse literary interpretations;
9. integrate personal reaction to and critical assessment of a literary selection;
10. engage in self-selected reading activities.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select and read material for personal enjoyment and information;
2. read a variety of complete, unabridged works;

Self-selected or assigned stories, essays, nonfiction, plays, novels, and poetry

3. participate in the selection of books, materials, and topics for literature study groups;
4. read extensively from the works of a particular author and explain elements of the author's style.

Reading

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. relate literature to the historical period about or in which it was written;

2. recognize the interaction between literature and other cultural factors, e.g., social, technological, political, economic;
3. connect themes and ideas across the disciplines through literature;
4. read to facilitate content learning;
5. read to develop an awareness of human rights and freedom;
6. explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing diverse literary works, including works by men and women of many racial, ethnic, and cultural groups;
7. value the thinking and language of others;
8. participate actively in a community of learners.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select from a repertoire of organizational strategies a pattern appropriate to a topic, e.g., narration, example, detail, comparison and contrast, classification;
2. determine patterns of organization appropriate to the writing topic;
3. use information synthesized from a variety of sources to construct meaning;
4. respond to suggested revisions made by others to a piece of writing;
5. use a variety of resources to locate and correct errors in usage, spelling, and mechanics;
6. use style manuals or software to prepare documentation and reference lists;
7. appropriately cite information gained from primary and secondary sources;
8. develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas.

Subject-verb agreement, tense, parallel construction, pronoun reference, punctuation, capitalization, and sentence structure

Learners need to recognize the difference between their own ideas and those of others.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. evaluate, analyze, and synthesize information for writing;
2. evaluate own writing using personal and established scoring criteria;

Make selections for portfolio; use district or class-developed rubric/holistic scale.

3. assess personal/peer revisions to a piece of writing;

Self-question, re-read, and revise own writing.

4. recognize and refine personal writing styles;
5. use word processing, graphics, and publishing as aids for constructing meaning in writing;
6. engage in self-initiated writing activities.

Writing

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. apply an appropriate recursive writing process as suggested by the writing task and the writer's process;
2. write in various domains;

Practical, persuasive, expository

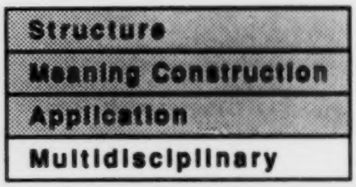
3. develop an extended piece of writing;

Story, narrative poem, autobiography, novel, research paper

4. revise writing and tone to assure focus on such elements as audience, situation, and purpose;
5. use the writing process to write reflectively;
6. use transitions between sentences, ideas, and paragraphs in writing;

7. apply an expanding vocabulary gained through writing;
8. make judicious use of reference sources, e.g., dictionary, thesaurus, on-line data base, encyclopedia.

Writing


Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. write to facilitate learning across the curriculum;

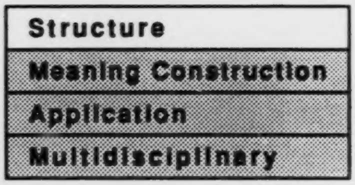
Record experiences and observations related to content learning.

2. use the writing process to demonstrate an understanding of the need for human rights and freedom;
3. write in response to reading, speaking, viewing, and listening;
4. write collaboratively with peers;

Abstracts, essays, stories, reports, etc.

5. use the communication processes to develop a published piece of writing in collaboration with others;
6. use multidisciplinary resources in writing projects.

Listening/ Visual Literacy


Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen to and view a wide variety of genres;
2. compare authors' styles through viewing/listening to their works;

3. expand knowledge of complex grammar, diction, and syntax issues;
4. expand vocabulary through listening to/ viewing varied media.

Recordings, films, music, etc.

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. evaluate media and oral presentations analytically and critically;
2. organize prior knowledge and experiences to comprehend new texts;
3. identify and analyze themes when listening and viewing;
4. appreciate rhythmic and time patterns of speech and literature;
5. organize and use viewing and listening materials to support written text.

Independent or group project

Listening/
Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen attentively during oral reading;
2. use media as stimuli for learning and thinking;
3. develop knowledge of structure through art, music, and literature;
4. use the electronic media to enhance and highlight language learning;
5. use listening and viewing for entertainment and enjoyment;
6. use technology and other media as a means of expressing ideas.

Videos, posters, maps, graphs, T-shirts, etc.

Listening/ Visual Literacy

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. listen and view critically to facilitate learning across the curriculum;
2. be involved in individual, small-group, and whole-group listening and viewing activities;
3. collaboratively develop listening and viewing projects;
4. investigate language and cultural differences through listening and viewing activities;
5. participate actively in a community of learners.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. select topics suitable to the audience, situation, and purpose;
2. select appropriate strategies when organizing notes and ideas for speaking;
3. select vocabulary to fit audience.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. analyze and synthesize information gathered from a variety of sources for speaking;
2. discuss the validity and/or quality of a literary selection and justify selection;
3. prepare a formal speech/presentation;
4. interpret orally a variety of literature;
5. discuss an idea or topic to clarify meaning for others.

Interviews, hypermedia, reference works, etc.

Oral Communication

Structure
Meaning Construction
Application
Multidisciplinary

The learner will

1. apply interviewing techniques to purposeful interviews;
2. focus oral interpretation on a specific audience;
3. develop and apply speaking skills for cooperative/collaborative learning;
4. use oral communication for a variety of purposes and audiences, e.g., negotiations, book reviews, rationales;
5. develop and apply decision-making strategies.

Job interviews, gathering information, etc.

Oral Communication

▨ Structure
▨ Meaning Construction
▨ Application
Multidisciplinary

The learner will

1. value the thinking and language of others;
2. collaboratively develop oral language projects;
3. be involved in individual, small-group, and whole-group language activities;
4. participate actively in a community of learners;
5. investigate language and cultural differences through oral language activities.

PERFORMANCE OBJECTIVES
READING
GRADE TWELVE

1. After reading a complete work of literature, the learner will respond in writing, demonstrating an acceptable level of understanding of the material, as evidenced in part by the capacity to

   a. compare what is being read to a personal experience or the experience of another, gleaned through literature;
   b. compare and contrast a literary work to another which has been studied;
   c. apply analytical and critical judgment to what has been read.

2. Presented with appropriate nonfictional selections, the learner will demonstrate comprehension, as evidenced in part by the capacity to

   a. make predictions about whether certain information is likely to be included in the material;
   b. compare and contrast information in order to identify major concepts;
   c. analyze and synthesize information from multiple sources.

3. Presented with everyday/functional reading materials, the student will identify, locate, and use information from libraries and other sources, as evidenced in part by the capacity to

   a. select and use appropriate reference sources and illustrative materials;
   b. respond to requests for specified information on applications.

4. The learner will respond to a variety of texts, including complete works, by generating interpretations using background knowledge and literary elements to determine responses.

PERFORMANCE OBJECTIVES
WRITING
GRADE TWELVE

1. When presented with a prompt designed to elicit narrative writing, the learner will generate writing appropriate for the purpose of narration that demonstrates competence in the development of content and use of language, as evidenced in part by the capacity to

    a. develop a response that is related to the prompt;
    b. prepare a fully developed beginning, middle, and end;
    c. use a rich variety of words that are appropriate to the audience, purpose, and topic;
    d. convey a message to the reader;
    e. write complete sentences of varying lengths and patterns;
    f. develop writing which reflects personal style.

2. When presented with a prompt designed to elicit expository writing, the learner will generate writing appropriate for the specified purpose of exposition that demonstrates competence in the development of content and use of language, as evidenced in part by the capacity to

    a. convey a message clearly related to the prompt;
    b. establish and support a thesis;
    c. include relevant and clearly developed supporting ideas, examples, or details in a logical order;
    d. use a rich variety of words which are appropriate to the audience, purpose, and topic;
    e. use complete sentences of varying lengths and patterns;
    f. develop writing which reflects personal style.

3. Given a prompt designed to elicit persuasive writing, the learner will generate writing appropriate for the purpose of persuasion that demonstrates competence in development of content and use of language, as evidenced in part by the capacity to

    a. achieve the purpose;
    b. convey a message clearly related to the prompt;
    c. establish and support a thesis or opinion;
    d. use language suitable to the persuasive task;
    e. use a wide variety of words;
    f. use complete sentences of varying lengths and patterns.

4. Given the opportunity to revise and edit writing, the learner will demonstrate competence in the application of mechanics, as evidenced in part by the capacity to

    a. use consistent verb tense throughout a piece of writing;
    b. maintain agreement (pronoun, subject-verb);
    c. apply punctuation and capitalization rules, including those relating to complex internal punctuation;
    d. correct spelling;
    e. use complex grammatical structures correctly.

5. Given the opportunity to select a piece of writing for a portfolio or other assessment, the learner will make an appropriate selection and analyze the selection, as evidenced in part by the capacity to

    a. review a folder of the learner's own writings;
    b. apply evaluative criteria to the writings;
    c. discuss possible selection with peer or teacher;
    d. explain, in writing, what makes the selection the writer's best writing;
    e. place the writing and the explanation of the choice in the learner's portfolio or folder.

PERFORMANCE OBJECTIVES
LISTENING/VISUAL LITERACY
GRADE TWELVE

1. The learner will demonstrate appropriate grade-level listening/viewing skills by listening to/viewing a variety of media and being able to

   a. compare authors' styles through viewing/listening to their works;
   b. identify and analyze themes when listening and viewing;
   c. use technology and other media as a means of expressing ideas.

2. The learner will demonstrate the ability to decode a speaker's use of figurative language.

3. The learner will demonstrate the ability to evaluate evidence used in a presentation.

4. The learner will demonstrate the ability to identify and describe cultural images, myths, and values appealed to in everyday persuasive efforts and media presentation.

PERFORMANCE OBJECTIVES
ORAL COMMUNICATION
GRADE TWELVE

1. The learner will demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to

    a. select topics suitable to the audience, situation, and purpose;
    b. select appropriate strategies when organizing notes and ideas for speaking;
    c. analyze and synthesize information gathered from a variety of sources for speaking;
    d. prepare a formal speech/presentation;
    e. interpret orally a variety of literature;
    f. apply interviewing techniques to purposeful interviews.

2. The learner will demonstrate the ability to use figurative language appropriately.

3. The learner will identify major attitudes, needs, values, and demographic characteristics of the class and use them to suggest how a profile of the class can be developed as a potential persuasive target.

HIGH SCHOOL COURSES

For those districts electing to provide language arts instruction in grades 9-12 through discrete courses exclusively, or in combination with integrated language arts courses (e.g., Language Arts I, II, III, IV, or English 9, 10, 11, 12), the following examples offer direction for developing such courses. Needless to say, every possible course title cannot be anticipated. Decisions about other language arts courses should be made in a similar fashion.

READING

Include appropriate objectives from **reading** for grades nine through twelve, as well as any appropriate objectives from other strands in this grade cluster.

SPEECH

Include appropriate objectives from **oral communication and listening/visual literacy** for grades nine through twelve, as well as any other appropriate objectives from other strands in this grade cluster.

COMPOSITION

Include appropriate objectives from **writing** for the grade level addressed by the course. The objectives may be modified to reflect any special focus the course may have (e.g., Advanced Composition, Creative Writing). Appropriate objectives from other strands in this grade level should also be used.

LITERATURE

Include all appropriate objectives from **listening/visual literacy, reading, writing, and oral communication,** modified to reflect any special focus (e.g., American Literature, British Literature). Many of the objectives and activities in **reading,** grades nine through twelve, reference the use of literature. These reading objectives should receive strong consideration for inclusion in literature courses.

JOURNALISM

Include all appropriate objectives from writing for grades nine through twelve, as well as any other appropriate objectives from other strands in this grade cluster.

DISTRICT-WIDE GRADE-LEVEL ASSESSMENT

The competency-based education programs in reading and writing must provide for district-wide assessment in grades one through ten. In grades nine through twelve, the reporting of final course grades is required. These assessments must be administered in a standardized manner. Standardization means assessment of a specified population under the same conditions at a particular point in time. Assessment instruments may be purchased or developed locally.

Districts may meet the assessment requirement in grades one through ten by

1. using an appropriate form of the same achievement test as that selected to meet the ability/achievement testing requirement in grades four, six, eight, and ten in some or all other grade levels. Achievement tests at grades four, six, eight, and ten will automatically meet the competency-based assessment requirement at those grade levels unless other standardized assessments are substituted. The ninth-grade proficiency tests automatically meet the requirement at that grade level unless another standardized assessment is substituted. The use of appropriate forms of the same achievement test will provide longitudinal information, but on a narrow set of objectives. The majority of such tests, in spite of subscales designated as conceptual or problem solving in nature, consist of items that are at the knowledge and skill level.

   or

2. using the achievement test administered at grades four, six, eight, and ten to meet the competency-based assessment requirement at those grade levels, and developing a local instrument for all other grades, with the possible exception of grade nine if the ninth-grade proficiency test is used to meet the requirement at that grade level. It is suggested that locally developed instruments at each grade focus on performance objectives which include holistic scoring. This method has the advantage of broadening the assessment base as well as giving greater emphasis to application.

   or

3. using locally developed instruments for all grades, one through ten.

Sample reading and writing rubrics, the third-grade guarantee checklist, and proficiency outcomes for grades nine and twelve are provided on pp. 225 to 240. Districts may find these materials helpful in the development of a district-wide assessment program.

THIRD-GRADE GUARANTEE CHECKLIST

ASSESSMENT IS AN ONGOING PROCESS. BY THE END OF SECOND GRADE
MOST STUDENTS ARE EXPECTED TO USE THE SKILLS LISTED BELOW MOST OF THE TIME.

Teachers can gather data by the following methods:
1. Observing children as they work and interact with others.
2. Looking at children's work.
3. Assessing through oral and written means

NAME **YEAR**
GRADE
TEACHER
SCHOOL

SKILL	**R**	**S**	**M***	**COMMENTS**	**DATE**
READING					
• Reads silently for a sustained period					
• Reads a variety of materials such as: poetry, stories, songs, informational					
• Demonstrates an understanding of text:					
- predicts outcomes and actions					
- retells story or information in own words					
- talks about characters					
- identifies main idea(s)					
- locates specific parts of text					
- describes setting					
- expresses reasons for liking or disliking a story					
- uses pictures to support the meaning of the story.					
• Reads fluently with appropriate phrasing					
• When in difficulty, uses a variety of strategies successfully:					
- integrates context cues:					
. meaning/picture cues					
. structural cues					
. visual/phonetic cues					
- reads on to end of sentence					
- starts sentence again and re-reads					
- self-corrects when errors interfere with meaning.					
WRITING					
• Writes on a regular basis					
• Writes on a variety of topics:					
- self initiated					
- teacher initiated					
• Writes a completed series of ideas in an organized manner					
• Chooses appropriate words to convey meaning					
• Keeps a collection of writings					
• Produces a published piece of writing:					
- revises and rewrites					
- edits					
. spells most familiar words correctly					
. uses end punctuation					
. uses appropriate capitalization					
• Demonstrates knowledge of the appropriate mechanics of writing					
KEY					
R = RARELY					
S = SOMETIMES					
M = MOST OF THE TIME * denotes mastery					

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OHIO DEPARTMENT OF EDUCATION

High School Proficiency Testing: Learning Outcomes

Ninth-Grade Reading

INTRODUCTION

Beginning in the fall of 1990, all ninth-grade students will take proficiency tests in four areas: reading, writing, mathematics, and citizenship. If a student does not pass the tests the first time, that student will continue taking the test(s) in the area(s) not yet passed. The tests will be administered twice a year. Beginning July 1, 1993, all students who receive a diploma from a public high school in Ohio will need to have passed the ninth-grade proficiency tests in all four areas.

The purpose of this material is to provide information about the ninth-grade proficiency test in reading. Schools may use this information as they prepare students for this important statewide testing program.

READING PASSAGES

Reading passages for outcomes based on fictional selections (1.a. through 1.j.) and nonfictional selections (2.a. through 2.j.) will be in natural, ninth-grade language and will be of appropriate difficulty for ninth-grade students. Passages will have topical and structural integrity and will vary in length, with some passages having over 500 words. Test questions are designed to assess the student's overall understanding of each passage.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1988 by the State Board of Education.

1. **Given a fictional selection, the student will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, by responding to items regarding**

a. **the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).**

Students will be expected to use the content of a reading passage to identify the meaning of an underlined word that is probably not familiar to them. The test question will direct students to the paragraph containing the underlined word.

b. **the meaning of a multiple-meaning word.**

Questions will require students to select the appropriate meaning for a multiple-meaning word by using the context of a reading passage. The test question will identify the location where the word appears underlined.

c. **details (e.g., who, what, when, where, how, or problem/solution).**

Students will need to answer questions about important details in the passage.

d. **Sequence of time, places, events, and ideas.**

Test questions on sequence involve selecting the correct order for as many as four sentences related to the content of the passage.

e. **stated or implied main ideas.**

Students will be asked to select the main idea of a paragraph or an entire passage containing several paragraphs. In most cases, the main idea will not be directly stated, but will be implied.

f. **most-probable outcomes.**

Questions will direct students to select the most probable outcome, or what is likely to happen in a particular circumstance. These items will involve students in making predictions.

g. **cause-and-effect relationships.**

Based on a reading passage, students will be asked to identify causes and effects, both stated and implied.

h. the difference between statements based on fact and statements based on inference.

Questions focus on the distinction between what is directly stated in a passage and what a reader might infer from the passage.

i. predictions about whether certain information is likely to be included in material.

Based on one passage, students will select statements that involve predictions about other material. The latter material will often reflect the author's views and interests, though the material could pertain to other information in the passage.

j. the identification of questions that will demonstrate comprehension of the main idea and supporting details.

Students will need to identify the best question to ask to find out if someone understands what the passage is mainly about or understands an important detail of the passage.

2. Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding

a. details (e.g., who, what, when, where, how, or problem/solution).

Refer to 1.c.

b. stated or implied main ideas.

Refer to 1.e.

c. cause-and-effect relationship.

Refer to 1.g.

d. **the difference between statements based on fact and statements based on inference.**

Refer to 1.h.

e. **whether a statement is a fact or an opinion.**

Questions will ask students to select the fact or the opinion from the four statements provided.

f. **predictions about whether certain information is likely to be included in material.**

Refer to 1.i.

g. **details that either support or do not support the main idea.**

A statement of the main idea of a passage may be followed by a question asking which sentence supports that idea or point.

h. **the author's purpose for writing the selection.**

Students will need to identify one of the author's possible purposes for writing the selection. The purpose will usually not be directly stated in the passage. Answer choices may include such phrases as to persuade, to entertain, to inform, and to instruct.

i. **the best summary for a specific audience.**

Students will be asked to select the best summary for the audience specified in the question. An awareness that the "best summary" will vary with the audience is a prerequisite.

j. **the author's attitude toward a topic.**

Test questions require students to infer the author's bias, slant, or view toward a passage topic.

3. **Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding**

   a. **directions of two or more steps.**

   Directions of two through five steps will be followed by pictures, and students will select the picture that illustrates the directions have been followed correctly. In other items, students will select an answer to a question that requires them mentally to follow the printed directions.

   b. **the selection and use of appropriate reference sources and illustrative materials.**

   - **Examples of reference sources/illustrative materials would be dictionary, encyclopedia, almanac, atlas, phone book, card catalog, periodical/newspaper, schedule, table of contents, and index.**

   - **Examples of skills/processes would be using alphabetical order; skimming and scanning; reading charts, tables, diagrams, graphs, maps, labels, and signs.**

   There are numerous possible test questions to assess this outcome. Some of these questions involve selecting the most appropriate, or best, reference source to find the answer. Other questions require a demonstration of the skills/processes necessary to use various types of material.

   c. **the meaning of vocabulary words used on an application form.**

   Questions will involve the interpretation of vocabulary commonly found on application forms.

   d. **the use of propaganda.**

   Test questions will involve the identification of a statement containing propaganda. Students will not be asked to identify the particular propaganda technique used in the statement; rather, the focus is on detecting when propaganda is being used.

ITEM DISTRIBUTION

Each form of the reading test will contain 40 multiple-choice items. Each learning outcome will be assessed with at least one item. Some questions will be based upon fictional reading passages, some will be based upon nonfictional reading passages, and the remainder will be based upon everyday/functional reading materials. Each fictional and nonfictional passage will be followed by a maximum of eight test items. The approximate distribution of items to be included for each type of material is provided below.

Type of Material/Subscales	**Outcomes**	**Percent of Items**
Fictional		40%
Constructs Meaning	1a, 1b, 1c, 1d, 1e	
Extends Meaning	1f, 1g, 1h, 1i, 1j	
Nonfictional		40%
Constructs Meaning	2a, 2b, 2e	
Extends Meaning	2c, 2d, 2f, 2g, 2h, 2i, 2j	
Everyday/Functional	3a, 3b, 3c, 3d	20%

ADDITIONAL INFORMATION

- Each test item will have four answer choices, but only one answer will be correct. There will not be a penalty for choosing an incorrect answer.
- Items will emphasize the important understandings students are expected to gain from reading.
- Students will base their responses on the reading passage.
- Dictionaries and other reference materials may not be used during the test.
- Students will have a maximum of two and one-half hours to finish the test. Most of them will be able to complete it within an hour.

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OHIO DEPARTMENT OF EDUCATION

SEPTEMBER, 1990

High School Proficiency Testing: Fact Sheets

Ninth-Grade Writing

INTRODUCTION

Beginning in the fall of 1990, all ninth-grade students will take proficiency tests in four areas: reading, writing, mathematics, and citizenship. If a student does not pass the tests the first time, that student will continue taking the test(s) in the area(s) not yet passed. The tests will be administered twice a year. Beginning July 1, 1993, all students who receive a diploma from a public high school in Ohio will need to have passed the ninth-grade proficiency tests in all four areas.

The purpose of this material is to provide information about the ninth-grade proficiency test in writing. Schools may use this information as they prepare students for this important statewide testing program.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1988 by the State Board of Education. The learning outcomes are identified below.

The student will produce a piece of writing that

1. **Conveys a message related to the prompt (topic or description of a situation).**
2. **Includes supporting ideas or examples.**
3. **Follows a logical order.**
4. **Conveys a sense of completeness.**
5. **Exhibits word choice appropriate to the audience, the purpose, and the subject.**

6. **Includes clear language.**
7. **Contains complete sentences and may contain purposeful fragments.**
8. **Exhibits subject-verb agreement.**
9. **Contains standard forms of verbs and nouns.**
10. **Exhibits appropriate punctuation.**
11. **Exhibits appropriate capitalization.**
12. **Contains correct spelling.**
13. **Is legible.**

GENERAL DESCRIPTION

The writing component of the ninth-grade proficiency tests will consist of two writing prompts to which each student will respond by producing original samples of writing. Students will write on both prompts—they will not have a choice of prompts. The students will be asked to respond directly to the prompt using ideas, reasoning, examples, and/or commentary that is pertinent. The prompts are designed to elicit **expository, narrative**, and **descriptive** writing.

SCORING PROCEDURES

Each student's written responses to each prompt will be scored independently by two readers trained specifically for this project. The rubric adopted in the state of Ohio for the evaluation of student writing samples will be based on the thirteen learning outcomes. A copy of the rubric is included here. Each paper will be scored holistically using this four-point numerical scale. The scores for the two samples will be summed. If the student fails, an analytic scoring on each sample will be done, and the results will be combined and reported. Analytic scoring will not be done for students who pass. The analytic scoring will address the following three characteristics:

-content/organization (outcomes 1-4)
-language (outcomes 5-6)
-writing conventions (outcomes 7-13)

ADDITIONAL INFORMATION

- Students will be provided with ample space for prewriting activity on the answer document. Students should be encouraged to engage in prewriting activity.
- Students will not be permitted to use reference materials, such as dictionaries or thesauruses, on the writing test.
- Students will write with a pen or pencil, and not with any other instrument or equipment.
- As part of their editing, students will be permitted to erase or cross out without penalty. Students should be encouraged to edit their initial drafts.
- Students may use manuscript (print) or cursive writing, but responses must be legible.
- Ohio educators will identify marker, or range finder, papers for scoring.
- Students will have a maximum of two and one-half hours to finish the test. Most of them will be able to complete it within eighty minutes.

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Ohio Department of Education

High School Proficiency Testing: Learning Outcomes

Twelfth-Grade Reading

INTRODUCTION

The purpose of this material is to provide information about the twelfth-grade proficiency test in reading. Schools may use this information as they prepare students for this important statewide testing program.

READING PASSAGES

Reading passages for outcomes based on fictional selections (1.a. through 1.j.) and nonfictional selections (2.a. through 2.j.) will be in appropriate language for the grade level and will be of appropriate difficulty for twelfth-grade students. Passages will have topical and structural integrity and will vary in length, with some passages having over 500 words. Test questions are designed to assess the student's overall understanding of each passage.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and submitted to the State Board of Education for adoption in 1992. The learning outcomes are identified below.

1. **Given a fictional selection, the student will demonstrate an integrated understanding of language and elements of fiction by responding to items regarding**

a. the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).
b. implied main ideas.
c. most-probable outcomes.
d. details that either support or do not support the main idea.
e. the best summary or paraphrase.
f. the identification of questions that will demonstrate comprehension of the main idea and supporting details.
g. the appropriate meaning of a word used in context when given a dictionary entry.
h. structural elements of literature (e.g., plot, theme, character, mood, setting, point of view).
i. the comparison and contrast of characters, objects, or events.
j. literary devices (e.g., metaphor, foreshadowing, flashback, allusion satire, irony).
k. the recognition and interpretation of organizational patterns of writing (i.e., cause and effect, time order, comparison and contrast, simple listing).

2. Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding

a. the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).
b. implied main idea.
c. the difference between statements based on fact and statements based on inference.
d. predictions about whether certain information is likely to be included in material.
e. details that either support or do not support the main idea.
f. the author's purpose for writing the selection.
g. the best summary or paraphrase.
h. the author's attitude toward a topic, including possible biases.
i. the comparison and contrast of characters, objects, or events.
j. the recognition and interpretation of organizational patterns of writing (i.e., cause and effect, time order, comparison and contrast, simple listing).

3. Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding

a. the intent of propaganda.
b. the selection and use of appropriate reference sources and illustrative materials.

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Ohio Department of Education

High School Proficiency Testing: Learning Outcomes

Twelfth-Grade Writing

INTRODUCTION

The purpose of this material is to provide information about the twelfth-grade proficiency test in writing. Schools may use this information as they prepare students for this important statewide testing program.

LEARNING OUTCOMES

The tests will be based on learning outcomes developed by a committee consisting primarily of Ohio educators and submitted for adoption in 1992 by the State Board of Education. The learning outcomes are identified below.

The student will produce a piece of writing that

1. **Conveys a message clearly related to the prompt (topic or description of a situation).**
2. **Establishes a main idea.**
3. **Includes relevant and clearly developed supporting ideas or examples.**
4. **Follows a logical order.**
5. **Uses paragraphing to make the logical order clear.**
6. **Establishes a smooth flow of ideas.**
7. **Conveys a sense of completeness.**
8. **Chooses words appropriate to the audience, the purpose, and the subject.**
9. **Includes precise language.**

10. Uses sentences of varied length and patterns.

11. Uses language as an expression of self.

12. Produces complete sentences (although some purposeful fragments are acceptable).

13. Maintains subject-verb agreement.

14. Uses standard forms of verbs and nouns.

15. Uses clear pronoun reference.

16. Uses appropriate internal and end punctuation.

17. Uses correct spelling and capitalization.

18. Uses legible handwriting.

Ohio Department of Education
Division of Educational Services
Assessment Center, Room 207
65 South Front Street
Columbus, OH 43266-0308
614-466-0223

Reading Rubric

An example of a rubric developed to accompany the ninth-grade proficiency objectives in reading:

4 Written or verbal responses to reading show a high degree of reader involvement and contain observations supported by details from the text. The reader may make many personal connections to the text. The response focuses on the entire work and includes representative episodes, summaries of main ideas (implied and stated), and generalizations about theme. The reader is likely to compare the work under discussion with other readings. The author's attitude and possible purposes may be discussed, including the use of irony and ambiguity. Inferences about such things as cause and effect and most-probable outcomes are often made. The reader clearly understands the vocabulary in the passage and may use key words or phrases from the text in his or her response. Statements presented as facts are evaluated in terms of the evidence that supports them and the author's credibility. This type of response is thoughtful and complete and contains many insights beyond the text itself.

3 Written or verbal responses to reading show reader involvement and contain observations supported by details from the text. The response focuses on the entire work and includes some episodes and good summaries of main ideas (implied or stated). Generalizations about theme may not be offered spontaneously. Examples of cause and effect in the reading are discussed and predictions about probable outcomes are made when appropriate. The author's attitude and purpose will be discussed when they are obvious. Most vocabulary words are understood. Factual information may be evaluated. This is a solid and detailed response showing a good understanding of most aspects of the text.

2 Written or verbal responses to reading show some reader involvement. Some details from the reading are recalled, although these may not be the most important details in the text. Some major points in the reading may have been missed. The response may be general and represent personal opinions with little connection to the text. This reader may be unaware of the author's attitude and purpose. Vocabulary may be poorly understood. This is a minimal response that shows some understanding of the text but lacks depth and detail.

1 Written or verbal responses to reading show little or no reader involvement. A few details of the reading may be recalled, but these may appear to have been selected at random. Many major points in the reading may have been missed. Factual statements and statements of opinion are not differentiated. The reader has had difficulty making any sense of the text. Understanding the vocabulary in the text is a significant problem. This inadequate response, which may be extremely brief or lengthy and rambling, shows confusion or a misinterpretation of the text.

Writing Rubric

An example of a rubric developed to accompany the ninth-grade proficiency objectives in writing:

4 The writing focuses on the topic with ample supporting ideas or examples and has a logical structure. The paper conveys a sense of completeness, or wholeness. The writing demonstrates a mature command of language, including precision in word choice. With rare exceptions, sentences are complete except when fragments are used purposefully. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the paper follows the conventions of punctuation, capitalization, and spelling.

3 The writing is generally related to the topic with adequate supporting ideas or examples, although development may be uneven. Logical order is apparent, although some lapses may occur. The paper exhibits some sense of completeness, or wholeness. Word choice is generally adequate and precise. Most sentences are complete. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed.

2 The writing demonstrates an awareness of the topic but may include extraneous or loosely related material. Some supporting ideas or examples are included but are not developed. An organizational pattern has been attempted. The paper may lack a sense of completeness, or wholeness. Vocabulary is adequate but limited, predictable, and occasionally vague. Readability is limited by errors in sentence structure, subject/verb agreement, and verb and noun forms. Knowledge of the conventions of punctuation and capitalization is demonstrated. With few exceptions, commonly used words are spelled correctly.

1 The writing is only slightly related to the topic, offering few supporting ideas or examples. The writing exhibits little or no evidence of an organizational pattern. Development of ideas is erratic, inadequate, or illogical. Limited or inappropriate vocabulary obscures meaning. Gross errors in sentence structure and usage impede communication. Frequent blatant errors occur in basic punctuation and capitalization, and commonly used words are frequently misspelled.

INTERVENTION SERVICES

Recognizing that alternative or supplemental action designed to remediate, reinforce, or support student learning relative to the specified performance objectives will sometimes be necessary, suggested intervention services have been identified for composition and reading for use at each grade level. Two very important assumptions — intervention must always be tied to assessment, and intervention is a shared responsibility — undergird any successful intervention program. The tie between intervention and assessment seems obvious. To plan and implement intervention procedures or strategies without first assessing student performance is illogical. The relationship between these two important concepts, however, is neither direct nor simple. A competency-based program developed by individuals who understand human learning, curriculum development, and language arts will include intervention and assessment components which are interrelated, which build upon each other, and which are not necessarily linear. Assessment may be formal or informal, but it should always indicate to the teacher whether intervention is necessary. This does not mean that a single assessment will necessarily indicate the need for and/or kind of intervention that should be provided. Intervention programs need to be based on the full range of assessments that are included in a district's competency-based education program.

It is widely understood and accepted that "intervention is a shared responsibility." How this responsibility is shared, and by whom, however, is not generally understood. In the broadest sense intervention is the responsibility of all individuals who care about student achievement. Minimally, intervention should be structured through three successive levels — the classroom, the building, and the district. Ideally, these structures involve students, teachers, parents, and building and district administrators. When a student's need for intervention cannot be satisfactorily addressed by the regular classroom teacher, building and district options must be available. Building-level options might include interclass grouping, intervention assistance teams, tutorial programs, and resource/intervention rooms and teachers. District-level options might include summer school programs, extra hours programs (e.g., Saturday school), and required remedial academic courses. Provisions for intervention services, including adequate resources and appropriate staff development, should be made at all three levels.

Classroom Level Intervention

The primary responsibility for providing intervention, nevertheless, rests with the classroom teacher. The teacher must identify the need for intervention, design the instructional form it will take, and implement the action. This requires a great deal of skill in classroom remediation, reinforcement, and enrichment techniques. The teacher must be able to use content material, instruct for specific skills/knowledge deficiencies, and group students for special needs. The ability to understand and use various diagnostic instruments, analyze assessment data, and teach prescriptively are critical elements of effective intervention. A teacher who is astute, creative, and knowledgeable in the areas of language arts and pedagogy is the key to an intervention program which meets the needs of students. While courses of study and lesson plans focus upon group outcomes, intervention must focus upon the individual student. Intervention in the classroom can take place during a lesson, after a lesson, at the end of a unit, after an assessment, or at the end (or beginning) of a grade level. Any or all of these models will accommodate one-to-one teacher-student interaction, as well as various tutoring models. The most effective intervention point occurs during the writing or reading process.

There are many instruction/intervention patterns found at the classroom level. Three of the most commonly observed patterns are characterized by (1) whole-group instruction followed by remediation, (2) whole-group instruction followed by collaborative groups, and (3) group problem-solving strategies. These three patterns represent some of the most typical classroom teaching/re-teaching models. One-to-one teacher-student interaction, tutoring situations other than those involving classroom teachers, and students' use of computers to discover and explore individually represent just a few of the many other instructional models that are not as readily observable.

An exemplary whole-group lesson is designed to cause students to think about the ideas that were presented, stimulate internalization of those concepts, and elicit feedback as to how well the new concepts or strategies are understood. Good whole-group instruction models many of the components of effective communication. It is important that instruction be viewed as interactive among teachers and students. Understanding comes through dialogue. Students have at least half the responsibility for learning in any instructional setting. Despite this responsibility, learners respond at various rates and with varying levels of understanding. Individual student responses provide teachers with opportunities to extend, amplify, or back-up student understanding. Student responses should allow able teachers the opportunity to identify those students who have not fully grasped the concept. Teachers must possess a repertoire of teaching skills and strategies for initial intervention episodes. This repertoire should include listening and questioning skills, conferencing strategies, knowledge of literature and language, willingness to share own reading and writing, and ability to present concepts and ideas in formats that address various learning style strengths and motivational levels. As the instructional dialogue continues, the teacher has ample opportunity to elicit both formal and informal feedback from students.

At some point in this process, the teacher must decide how many (as well as which) of the learners understand the lesson ideas well enough to go on to independent work. Additional work must be done with students who are not ready to consolidate ideas and proceed independently. This additional work is usually accomplished with individuals or small groups, but is often teacher directed. The teacher may, however, serve as facilitator or coach in the learning community. It is important that teachers be competent diagnosticians in order to determine the source of student learning problems. Understanding why students are having difficulty is critical to overcoming that difficulty.

When these gaps in understanding have been addressed, the instructional activities related to learning the initial concepts may be resumed. Since most teachers routinely do what they consider their best or most effective lesson as their initial presentation to a group, they sometimes have difficulty developing and presenting concepts using alternative approaches. Yet development of a set of alternative strategies is an important part of professional growth, and is essential to meeting the intervention needs of students.

The second pattern also involves initial instruction in a whole-group setting. Good instruction in this model is as dependent on two-way interaction between teacher and student as the instruction in the first model. The difference occurs after this initial whole-group instruction. Rather than making determinations about the appropriateness of intervention based only on teacher judgment, this model depends on students' working in groups to solidify concepts. Typically after teacher-centered instruction, the students are grouped to continue discussion and work on reading and writing activities. At its core, this model assumes that students have learned at different rates and to different degrees of understanding. It also assumes that students can effectively communicate with, and indeed, teach one another. Group problem-solving strategies usually present students with problems to solve, or projects to complete, or tasks to perform prior to their receiving any direct instruction.

At the core of classroom intervention is effective instruction aimed at **each** student. In general, this requires that instruction be focused as much upon the process of learning as upon what is learned. Instruction must be paced to take into account the fact that students learn at different rates. It must be structured so that mini-lessons follow reading and writing tasks and are applied to the tasks. Diagnoses and remediation of error should take place as soon as possible in order to avoid the more formal intervention options available at the building and district levels.

Building-Level Intervention

When the intervention possibilities provided in the classroom are not sufficient to meet the needs of an individual student, it is sometimes necessary to provide alternatives. These alternatives may include interclass grouping (a strategy that has been employed in reading in elementary schools for years); the establishment of a resource or intervention room (appropriately staffed); tutorial programs; a writing or reading/writing center; and a formal intervention assistance team established at the building level.

Interclass grouping might occur at either the elementary or the secondary level. This option is appropriate when groups are formed for short periods of time with highly fluid structures and membership. Since intervention is best handled at the classroom level, this alternative should be used only after the classroom teacher and/or the intervention assistance team has decided that the options for intervention within the classroom cannot meet the needs of the student. Groups should be formed when students are having difficulty with the same or related performance objectives **and** there is strong evidence that the reasons for the difficulty are somewhat the same across the group.

The establishment of an intervention or resource room is also an alternative which may be valuable for all school buildings. These centers may be places where students can receive valuable one-on-one attention. Some districts in Ohio maintain writing centers that provide help not only for remedial students, but also for successful writers. It is absolutely essential that the person or persons staffing a center such as this be knowledgeable about content, methods, and materials necessary for the development of a remedial program, and in addition be able to implement such a program. Occasionally, there is a temptation to assign less competent faculty members to such a center in order to remove the need for such individuals to deal with large groups or with whole-group instruction. This practice will ultimately prove to be counterproductive, as students who are unable to learn effectively and efficiently in a traditional classroom setting are the very ones who need the most-talented, caring teachers, if they are to become competent, successful readers and writers.

Tutorial programs offer practical ways to help students having difficulty in reading and writing. Tutorial programs offer a way for students to get much needed personal attention. Again, it is important that all persons acting as tutors, whether they are volunteers, other students, or classroom teachers, receive special training both in terms of methods and content appropriate for students who have not obtained specified objectives.

District-Level Intervention

Students who continue to have difficulties after involvement in classroom and building-level intervention programs need to be placed in district programs. These programs might include a highly individualized summer school program, a before- or after-school program during the regular school year, and in the case of secondary school students, a required remedial academic course. These programs represent the most serious and costly intervention, and it is important that alternative instruction be given. Often, students in these programs have a long history of difficulty in reading and writing. They have not achieved expected performance levels through regular classroom instruction. More of the same will not be successful. These efforts should rely heavily on the use of reading and writing workshop approaches with appropriate technology regardless of the grade level or age of the student. These programs should begin with diagnostic analyses that will reveal areas of fundamental difficulty and misunderstanding. Students should then have the opportunity to become deeply involved in reading and writing. Connections need to be made from what is known to what is to be learned. All students should receive instruction in writing and reading processes. It should be noted that for this and all other intervention programs and practices, extensive practice in language skills is usually counterproductive. It takes time away from appropriate reading and writing and often masks lack of understanding by substituting memorized procedures.

Specific intervention services and instructional strategies are provided in the model competency-based education section. In addition to a matrix which illustrates the relationship of the most important components and suggestions for documenting intervention services, several thoughtful examples have been provided. These examples reflect the very best of what intervention should be. Meeting the needs of an increasingly diverse student population while society's need for a well-educated citizenry continues to escalate presents educators with new challenges and opportunities. The intervention services and strategies should be considered in light of their appropriateness for situation, content, and student. Teachers have always been adept at adapting general ideas and suggestions to specific situations. This talent is nowhere more important than in the selection and implementation of intervention strategies.

Intervention Services Model

Level	Resources	Records	Activities
Classroom Intraclass grouping Alternative instruction	Courses of study Pupil performance objectives Appropriate instructional materials (always understood to include reading and writing materials, handbooks, and word processors)	Student folder/portfolio Folder should contain records of pupil performance objectives mastered and allow for documentation of intervention provided.	1. Provide time daily for sustained silent reading and sustained silent writing. 2. Modify materials. 3. Adjust instruction to learning styles. 4. Personalize instruction. 5. Use direct teaching. 6. Use collaborative learning. 7. Use learning contracts/teacher-student goal setting. 8. Use diagnostic/prescriptive teaching. 9. Conduct student conferences. 10. Provide time in resource room (language arts/writing center). 11. Develop instructional plan with student. 12. Provide independent activities coded to specific objectives. 13. Form literary response/discussion groups. 14. Use flexible grouping. 15. Provide tutoring a. Peer tutoring b. Volunteer tutoring c. Parent tutoring d. Cross-age tutoring e. Cross-grade tutoring 16. Use attitude and interest inventories. 17. Use outside resource personnel. 18. Involve parents in the intervention and implementation plan. 19. Use diagnostic self-report. 20. Conduct personal interview. 21. Provide intensive phonics instruction.
Building Interclass grouping	Student folder/portfolio, documentation of interclass grouping, course of study, PPOs Appropriate instructional materials	Continue to update student folder, including evidence of growth in reading and writing (writing samples, reading records, etc.)	
Resource/intervention room	Student folder/portfolio, documentation of resource/intervention effort, course of study, PPOs	Continue to update student folder. Complete record of intervention effort given to professional overseeing tutoring for recording in student folder.	
Tutorial program	Pupil performance objectives, appropriate instructional materials	Update student folders and document intervention effort.	
Intervention assistance team			
District Summer school	Courses of study, student folders/portfolios, pupil performance objectives, appropriate instructional materials, documentation of intervention effort	Provide list of PPOs mastered and evidence of reading and writing growth to professional responsible for recording student progress.	
In-term extra hours program (with teacher)	PPOs not mastered, appropriate instructional materials, documentation of intervention effort	Student folder/portfolio	
Required remedial academic course	Courses of study, student folder, pupil performance objectives, appropriate instructional materials	(Folder should contain records of pupil performance objectives mastered and allow for documentation of intervention provided.)	

INTERVENTION IN READING

Students who fail to demonstrate satisfactory progress in reading may have a number of problems. Diagnoses of specific problems are critical to effective intervention strategies in reading. It may be, for example, that a learner is identified as requiring intensive phonics instruction in order to continue making satisfactory progress. Alternative or supplemental instruction, based on intensive phonics, might be the appropriate intervention strategy.

The following suggestions are general strategies that must be incorporated whenever reading intervention is planned. Intervention activities should occur in the context of actual reading and writing, and most activities will affect several performance outcomes. Regardless of the particular reading problem, all students, in order to improve their reading, should participate in the following activities:

Engage in reading daily. A student should be involved in at least 15 to 20 minutes of sustained silent reading each day. The student should choose what is to be read. The more a student enjoys reading, the more the student reads. The more the student reads, the better reader he/she becomes. Time spent reading is the best single predictor of reading achievement (Anderson, Wilson, Fielding, 1988). Since we cannot guarantee that students will read at home, we must provide time for this critical activity at school.

Engage in writing daily. Research continues to emphasize that students' reading improves when writing is an integral part of reading instruction (Harste, Short, Burke, 1988). Many teachers ask students to maintain reading response journals. Each day, students write their reactions to material read.

Listen to quality material (fiction and/or nonfiction) daily. Through listening to an accomplished reader read wonderful stories, poems, magazine articles, or even such material as encyclopedia entries, students internalize the rhythm, flow, structure, and vocabulary of the English language. This knowledge helps students read complicated texts independently. All high school students, but especially those who are remedial readers, need this experience on a continuous basis. This activity also provides interest and motivation for reading as the student develops an appreciation for and interest in a particular piece of material, genre, or author.

Engage in in-depth discussions regarding material students are hearing, reading, and/or writing. During the discussion of stories or nonfictional material, teachers have the opportunity to model reading strategies (learning outcomes) such as the following:

- determining the meaning of an unfamiliar word from context
- sequencing time, places, events, and ideas
- specifying stated or implied main idea
- inferring
- predicting
- differentiating between fact and opinion

- scanning for information
- using the encyclopedia

Another important aspect of group discussion is that it gives each student the opportunity to observe how the teacher and peers perceive, process information, summarize, and evaluate as thoughts are shared.

Have opportunities to select their own reading material. Disabled readers must develop an interest in reading so that they will engage in reading. Selections the student chooses to read are more meaningful to the individual, more likely to stimulate an overall interest in reading, and easier to read because they often connect with what the student already knows.

Develop strategies for activating background knowledge. Material that is understood and remembered is material that students incorporate into their prior knowledge and experiences. Teachers, through discussion, must help students see the relationship between new material and what is already known. Discussion which leads students to make these essential connections must occur with regularity until students can make the connections without teachers' support (Harste, 1989).

Develop strategies to monitor their own comprehension. Many disabled readers need to develop techniques that will help them monitor their understanding of material being read. One effective strategy is to make predictions about what will occur in the material and then verify, eliminate, or adjust the predictions as the reading progresses.

Develop strategies to move ahead when comprehension is failing. Strategies that can be used when understanding is lost include re-reading, retelling, skipping an unknown word, reading on, asking for help, and highlighting. Over a period of time, most remedial reading students respond positively by demonstrating improved reading proficiency in a program that incorporates the above features.

Administrators and teachers must avoid looking for a quick fix. Past remedial practices, many of which these students have already experienced, have no doubt focused on skill-and-drill sheets, vocabulary, workbooks, and instructional materials that require students to answer questions after reading a statement or a short passage. These instructional practices generally have not helped students improve their reading performance. If the teacher decides, however, that skill/practice activities are necessary to reinforce some of the everyday/functional learning outcomes, then we suggest Friday be used for these activities. This allows four days of needed continuity for the previously suggested activities.

A student becomes literate by living, working, and sharing in a literary environment with peers of varying abilities where:

- language is used for real purposes and audiences
- his/her own interest can be pursued
- specific steps are taken to enhance each student's positive self-image as a reader and a writer
- feelings of accomplishment, purpose, and success are enjoyed

- collaborative learning is valued and encouraged
- quality reading materials of varying types and kinds are abundant and displayed to capture student interest

INTERVENTION IN WRITING

Students who are not successful writers often fail to develop an idea adequately or to organize their ideas into a coherent product. Some students, however, may fail for other reasons: usage or mechanics that interferes with meaning; incorrect and unclear use of words, including confusion of homonyms; or language that is inappropriate for the intended audience or purpose.

The suggested activities for students who need writing intervention are grouped according to their focus, either content/organization, language, or writing conventions. In addition, some activities are provided to help students with the overall craft of writing. It is important to remember, however, that all the intervention activities need to occur in the context of composing, and that some activities may affect several learning outcomes in more than one grouping.

Regardless of the particular writing problem, all students, in order to improve their writing, should

- Engage in writing daily
- Write regularly in a journal or learning log to improve fluency
- Produce on occasion a finished writing in a limited period of time
- See teachers model writing in front of the class, sometimes putting their own writing on the chalkboard or on the overhead
- Read widely and discuss strategies of professional and student writers
- Have access to a writing center where they may seek help from a teacher, trained paraprofessional, or another student when they have a particular writing problem.

Content/Organization: Students who have difficulty in these areas should

- Practice strategies such as webbing, charting, clustering, jot listing, and brainstorming in order to organize ideas quickly
- Write for a variety of purposes, including description, narration, and exposition
- Practice many revision strategies and techniques, including involvement in revision groups, participation in writing conferences, and use of a word processor
- Keep a portfolio, using self-evaluation to identify best pieces of writing and to identify writing strengths and weaknesses
- Use a rubric or other appropriate form to evaluate their own writing
- See and analyze samples of successful student writing, which are reproduced or put on the overhead projector.

Language: Students who have difficulty in this area should

- Practice writing and revising the writing for different audiences
- Revise for word choice

- Read writing aloud to a peer to determine whether meaning is clear and precise
- Participate in mini-lessons which focus on vague, imprecise language or homonyms, followed by application of the lesson to writing in progress.

Writing Conventions: Students who have difficulty with conventions should

- Work on one problem at a time
- Participate in mini-lessons to review problems and then apply lessons to their own writing
- View samples of student writing with examples of excellent sentences and problem sentences highlighted
- Engage in sentence combining
- Have access to grammar/usage handbooks in order to solve particular writing problems which arise in the course of writing
- Participate in peer-editing groups.

When teachers are at their best, they intervene whenever a child needs help. There is no subject area which works within this cycle any better than the writing process. In the writing process, intervention occurs during

Prewriting:

Checking a jot list, offering suggestions, providing opportunities to work with peers

Drafting:

Observing students' drafting behaviors, conferencing, providing more prewriting, offering methods to improve drafting process

Revising:

Showing students how to add to, delete from, or change their writing, giving them strategies, setting up peer conferences, listening and asking questions, offering praise

Editing:

Providing mini-lessons based on students' individual needs, helping them to identify and eliminate one type of error at a time, giving them the chance to be their own editors

Publishing:

Offering a variety of ways to celebrate authorship, reinforcing the importance of a purpose and an audience for writing, providing reasons for revising and editing.

In order to touch every child, it is important for teachers to have available a wide variety of approaches to support and assist students through each phase of their writing. An able writer may need remediation for certain writing tasks. A struggling writer may do well on some writing tasks and may need enrichment or at least reinforcement. Only the writing teacher can determine the needs of students.

FOCUSING THE LANGUAGE ARTS THROUGH PORTFOLIO ASSESSMENT

Portfolio assessment can be an integral part of the documentation of a student's progress in competency-based education. While the assessment scales for reading and writing are used to make static judgments or, in essence, to take a sounding of the student's literacy development, the portfolio collects the evidence of growth in literacy over time. Because it is comprised of samples of the student's work, it is one of the most concrete measures of accountability that can be developed at the classroom level. The student and teacher should collaborate in selecting many of the works that go into the portfolio. Students often include explanations of the work that has been included or descriptions of how ideas were developed and revised as the work progressed. The portfolio is one of the most effective ways to encourage reflective self-assessment in students. Portfolios can be developed during the academic year or can follow the student through his or her schooling experience.

Possibilities for Information to be Included in Student Literacy Portfolios:

Results of holistic reading assessments
Results of holistic writing assessments
Samples of the student's best written work, including all drafts, revisions, and annotations about the processes involved in developing the work
Samples of various types of writing, e.g., expository, narrative, imaginative, persuasive
Written responses to reading
Pages from reading response logs
Pages from learning logs in various subject areas
Lists of books read
Notes from book conferences
Audiorecording of student reading
Self-assessments of attitudes toward reading and writing
Descriptions of individual themes pursued through reading and writing
Significant reports and projects in various subject areas
Results from districtwide tests

Guidelines for Selecting Reading Materials

Booklists are useful when helping students select their books. However, the lists must be used carefully in order to help students gain access to a wide variety of reading material and make suitable choices as readers. Some guidelines for using lists to make selections are provided for your information.

1. A reading list is never completely current. Worthwhile books are published daily.
2. Many other excellent books are available.
3. Most reading lists are composed primarily of books, and most of these books are fiction. Poetry, drama, and nonfiction books are not included in some lists, but they should be included in a well-rounded language arts program. Seek out informational books to connect themes in multidisciplinary units.
4. Grade levels attached to lists are approximate and are based on themes, interests, and reading levels. Students often may find books helpful or exciting, regardless of grade level. A common misconception is that children should never read a book more than once. In fact, children may read a book for different purposes. *Animal Farm*, for example, may be read as a clever story about animals, or it may be read as political satire. It is nevertheless important for students to read widely.
5. Not all students in a class need to read the same book. If a student has already read a book or is more interested in another title, another book on a similar theme or topic may be selected. Students frequently should select books individually or with small groups of students with whom they can discuss themes, characters, etc.
6. Just as students should be encouraged to read books that may not appear on the lists, they should also not be expected to read all the books on the lists. Parents sometimes are given the impression that a list means a student needs to read everything on it in order to be successful in school. This simply is not true.

SUGGESTIONS FOR A READING LIST

Kindergarten through Grade 6

Books marked with * are recommended as early as K-3, either for reading by children or for reading to them.

Adoff, Arnold
All the Colors of the Race
Alcott, Louisa May
Little Women
Alexander, Lloyd
The High King
The Book of Three
Black Cauldron
Castle of Llyr
Atwater, Richard and Florence
Mr. Popper's Penguins
Babbitt, Natalie
Tuck Everlasting
Kneeknock Rise
The Search for Delicious
Baum, L. Frank
The Wonderful Wizard of Oz
Bierhorst, John
The Naked Bear
Brink, Carol Ryrie
Caddie Woodlawn
Brown, Margaret Wise
Goodnight, Moon
Burnett, Frances Hodgson
The Secret Garden
Burton, Virginia Lee
*Mike Mulligan and His Steam Shovel**
Butterworth, Oliver
The Enormous Egg
Byars, Betsy
Good-bye, Chicken Little
Cleary, Beverly
Henry Huggins series
Coatsworth, Elizabeth
The Cat Who Went to Heaven
Cohen, Barbara
Molly's Pilgrim

Dahl, Roald
- *James and the Giant Peach*
- *The Twits (Roald and Tannen, Mary)*
- *Charlie and the Chocolate Factory*
- *The Witches*

Dalgliesh, Alice
- *The Bears on Hemlock Mountain*
- *The Courage of Sarah Noble**

De Angeli, Marguerite
- *The Door in the Wall: Story of Medieval London*

DeClements, Barthe
- *Nothing's Fair in Fifth Grade*

DePaola, Tomie
- *The Clown of God*

Dodge, Mary Mapes
- *Hans Brinker, or the Silver Skates*

Du Bois, William Pene
- *The Twenty-One Balloons*

Estes, Eleanor
- *Ginger Pye*
- Moffats series

Fitzhugh, Louise
- *Harriet the Spy*

Fritz, Jean
- *The Cabin Faced West*

George, Jean
- *My Side of the Mountain*

Gipson, Fred
- *Old Yeller*

Grahame, Kenneth
- *The Reluctant Dragon**
- *The Wind in the Willows*

Hamilton, Virginia
- *M.C. Higgins, The Great*
- *The House of Dies Drear*

Haywood, Carolyn
- Betsy series*

Henry, Marguerite
- *King of the Wind*
- *Misty of Chincoteague*

Highwater, Jamake
- *Moonsong Lullaby*

Kipling, Rudyard
- *Captains Courageous*
- *Just So Stories*
- *The Jungle Book*

Kjelgaard, Jim
- *Big Red*

Krumgold, Joseph
  And Now Miguel
  Onion John
Lamb, Charles and Mary
  Tales from Shakespeare
Lawson, Robert
  Ben & Me
  Rabbit Hill
L'Engle, Madeleine
  A Wrinkle in Time
Lenski, Lois
  Strawberry Girl
Lewis, C.S.
  The Chronicles of Narnia series
Lindgren, Astrid
  Pippi Longstocking series
London, Jack
  The Call of the Wild
  White Fang
MacDonald, Betty
  *Mrs. Piggle-Wiggle**
McCloskey, Robert
  *Blueberries for Sal**
  Homer Price
  *Make Way for Ducklings**
  Time of Wonder
McSwigan, Marie
  Snow Treasure
Merrill, Jean
  The Pushcart War
Milne, A.A.
  *The House at Pooh Corner**
  *Now We Are Six**
  *When We Were Very Young**
  *Winnie-the-Pooh**
Minarik, Else Holmelund
  Little Bear
O'Connor, Jim
  The Story of Roberto Clemente, All-Star Hero
O'Dell, Scott
  Island of the Blue Dolphins
Patterson, Katherine
  Bridge to Terabithia
  The Great Gilly Hopkins
Peck, Robert Newton
  Soup & Me
Potter, Beatrix
  *The Tale of Peter Rabbit**

Prelutsky, Jack
The New Kid on the Block
Rawls, Wilson
Where the Red Fern Grows
Rockwell, Thomas
How to Eat Fried Worms
Rowland, Florence
The Story of Father Junipero Serra, Brave Adventurer
Seldon, George
*The Cricket in Times Square**
Sendak, Maurice
Where the Wild Things Are
Seuss, Dr.
*The Cat in the Hat**
Sewell, Anna
Black Beauty
Silverstein, Shel
A Light in the Attic
The Giving Tree
Where the Sidewalk Ends
Speare, Elizabeth George
The Witch of Blackbird Pond
Sperry, Armstrong
Call It Courage
Spyri, Johanna
Heidi
Steinbeck, John
The Red Pony
Steptoe, John
Mufaro's Beautiful Daughters: An African Tale
The Story of Jumping Mouse
Twain, Mark
The Adventures of Tom Sawyer
Van Allsburg, Chris
Polar Express
White, E.B.
Charlotte's Web
Stuart Little
Wilder, Laura Ingalls
Little House series
Williams, Margery
*The Velveteen Rabbit**
Williams, Vera
A Chair for My Mother
Wyss, Johann
Swiss Family Robinson

Grades 7 and 8

Alcott, Louisa May
  Little Men
Angelou, Maya
  Gather Together in My Name
  I Know Why the Caged Bird Sings
Babbitt, Natalie
  Tuck Everlasting
Bagnold, Enid
  National Velvet
Baldwin, James
  Go Tell It on the Mountain
Barrie, Barbara
  Lone Star
Bunyan, John
  The Pilgrim's Progress
Cleary, Beverly
  Jean & Johnny
  Fifteen
  The Luckiest Girl
  Sister of the Bride
Cooper, James Fenimore
  The Deerslayer
  The Last of the Mohicans
Cormier, Robert
  After the First Death
  I Am the Cheese
Crane, Stephen
  The Red Badge of Courage
Curie, Eve
  Madame Curie: A Biography
Daly, Maureen
  Seventeenth Summer
Defoe, Daniel
  Robinson Crusoe
Dickens, Charles
  A Christmas Carol
Douglass, Frederick
  Narrative of the Life of Frederick Douglass
Doyle, Arthur Conan
  Adventures of Sherlock Holmes
Dumas, Alexandre
  The Count of Monte Cristo
  The Three Musketeers
Forbes, Esther
  Johnny Tremain

- Forester, C.S.
  - *The African Queen*
  - The Hornblower series
- Frank, Anne
  - *Anne Frank: The Diary of a Young Girl*
- Gallico, Paul
  - *Snow Goose*
- George, Jean
  - *My Side of the Mountain*
- Greene, Bette
  - *The Summer of My German Soldier*
- Gunther, John
  - *Death Be Not Proud*
- Hemingway, Ernest
  - *The Old Man and the Sea*
- Hentoff, Nat
  - *Does This School Have Capital Punishment?*
  - *Jazz Country*
  - *This School is Driving Me Crazy*
- Hersey, John
  - *A Bell for Adano*
  - *Hiroshima*
  - *The Wall*
- Hilton, James
  - *Good-bye, Mr. Chips*
  - *Lost Horizon*
- Hudson, W.H.
  - *Green Mansions*
- Hugo, Victor
  - *The Hunchback of Notre Dame*
- Keller, Helen
  - *Story of My Life*
- Kennedy, John F.
  - *Profiles in Courage*
- Kerr, M.E.
  - *Gentlehands*
- King, Stephen
  - *Christine*
  - *Cujo*
  - *Pet Sematary*
- Kjelgaard, Jim
  - *Lion Hound*
  - *Savage Sam*
- Knowles, John
  - *A Separate Peace*
- Lee, Harper
  - *To Kill a Mockingbird*

L'Engle, Madeleine
  The Arm of the Starfish
  Meet the Austins
  The Moon by Night
  A Ring of Endless Light
  A Swiftly Tilting Planet
  The Young Unicorns
  A Wind in the Door
  A Wrinkle in Time
London, Jack
  The*Call of the Wild*
  Sea Wolf
  White Fang
Lowry, Lois
  Autumn Street
  Find a Stranger, Say Good-bye
  A Summer to Die
Nordhoff, Charles and J.N. Hall
  Mutiny on the Bounty
North, Sterling
  Rascal
  The Wolfling
O'Dell, Scott
  Island of the Blue Dolphins
  Kathleen, Please Come Home
Paterson, Katherine
  Bridge to Terabithia
Peck, Richard
  Close Enough to Touch
Rawlings, Marjorie Kinnan
  The Yearling
Rawls, Wilson
  Summer of the Monkeys
  Where the Red Fern Grows
Saint-Exupery, Antoine de
  The Little Prince
  Wind, Sand and Stars
Scott, Sir Walter
  Ivanhoe
Steinbeck, John
  The Pearl
  Tortilla Flat
Strickland, Dorothy
  Listen Children
Taylor, Mildred
  Hear My Cry
  Let the Circle Be Unbroken
  Roll of Thunder

Tolkien, J.R.R.
  The Hobbit
  The Lord of the Rings
Twain, Mark
  The Adventures of Huckleberry Finn
  The Adventures of Tom Sawyer
  A Connecticut Yankee in King Arthur's Court
  Innocents Abroad
  Life on the Mississippi
  The Prince & the Pauper
Verne, Jules
  Around the World in Eighty Days
  Journey to the Center of the Earth
  Mysterious Island
  Twenty Thousand Leagues under the Sea
Washington, Booker T.
  Up from Slavery
Wells, H.G.
  The Time Machine
  War of the Worlds
Wilder, Thornton
  The Bridge of San Luis Rey

Grades 9 through 12

Austen, Jane
  Emma
Bronte, Charlotte
  Jane Eyre
Bronte, Emily
  Wuthering Heights
Browning, Robert
  Poems of Robert Browning
Buck, Pearl
  The Good Earth
Cervantes, Miguel
  Don Quixote
Chaucer, Geoffrey
  The Canterbury Tales
Checkhov, Anton
  The Cherry Orchard
Crane, Stephen
  The Red Badge of Courage
Dante
  The Divine Comedy

Dickens, Charles
Bleak House
David Copperfield
Great Expectations
Hard Times
Oliver Twist
A Tale of Two Cities
Dickinson, Emily
Poems for Youth
Eliot, George
Adam Bede
Middlemarch
Mill on the Floss
Silas Marner
Eliot, T.S.
Murder in the Cathedral
Emerson, Ralph Waldo
Essays
Faulkner, William
Absalom, Absalom!
As I Lay Dying
Intruder in the Dust
Light in August
The Sound and the Fury
Fitzgerald, F. Scott
The Great Gatsby
Tender Is the Night
Flaubert, Gustave
Madame Bovary
Golding, William
Lord of the Flies
Greene, Graham
The Heart of the Matter
The Power and the Glory
Hawthorne, Nathaniel
The House of the Seven Gables
The Scarlet Letter
Hemingway, Ernest
A Farewell to Arms
For Whom the Bell Tolls
The Sun Also Rises
Homer
The Iliad
The Odyssey
Hughes, Langston
Poems

Hugo, Victor
  Les Miserables
Huxley, Aldous
  Brave New World
James, Henry
  The American
  Daisy Miller
  Portrait of a Lady
  The Turn of the Screw
Joyce, James
  Portrait of the Artist
  As a Young Man
  Dubliners
Kafka, Franz
  The Castle
  Metamorphosis
  The Trial
Keats, John
  Selected Poems & Letters
Lawrence, D.H.
  Sons and Lovers
Lee, Harper
  To Kill a Mockingbird
Lewis, Sinclair
  Arrowsmith
  Babbitt
  Main Street
Llewellyn, Richard
  How Green Was My Valley
Machiavelli
  The Prince
MacLeish, Archibald
  J.B.
Marlowe, Christopher
  Dr. Faustus
Maugham, Somerset
  Of Human Bondage
Melville, Herman
  Billy Budd
  Moby-Dick
  Typee
Miller, Arthur
  The Crucible
  Death of a Salesman
O'Neill, Eugene
  The Emperor Jones
  A Long Day's Journey into Night
  Mourning Becomes Electra

- Orwell, George
  - *Animal Farm*
  - *1984*
- Pasternak, Boris
  - *Doctor Zhivago*
- Poe, Edgar Allan
  - Short stories
- Porter, William Sydney (O. Henry)
  - Collection of short stories
- Salinger, J.D.
  - *The Catcher in the Rye*
- Sandburg, Carl
  - *Abraham Lincoln: The Prairie Years*
  - *Abraham Lincoln: The War Years*
- Shakespeare, William
  - *Plays and Sonnets*
  - *Romeo and Juliet*
- Steinbeck, John
  - *East of Eden*
  - *The Grapes of Wrath*
  - *Of Mice and Men*
  - *The Pearl*
- Swift, Jonathan
  - Gulliver's Travels
- Thoreau, Henry David
  - *Walden*
- Tolstoy, Leo
  - *Anna Karenina*
  - *War and Peace*
- Twain, Mark
  - *Pudd'nhead Wilson*
  - *The Adventures of Huckelberry Finn*
  - *The Adventures of Tom Sawyer*
- White, Theodore H.
  - *The Once & Future King*
  - *The Sword in the Stone*
- Wilde, Oscar
  - *The Importance of Being Earnest*
- Williams, Tennessee
  - *The Glass Menagerie*
  - *A Streetcar Named Desire*

The titles which are suggested in the preceding pages represent a compilation of suggested readings from various organizations and authors.

GLOSSARY

Academic Discourse	the writing students learn in school and do only for school purposes, including book reports, laboratory reports, research papers, and themes
Analysis	one of the upper-level thinking skills as identified in Bloom's taxonomy; involves recognizing the relationship of parts to whole
Analytic Scale	a scoring device which provides a clearly stated set of criteria used in evaluation; used to identify specific features of writing and suggest a relative scale and point value for each feature
Audience	the person or groups of people for whom a piece is written; audience is understood to include self as audience for certain types of writing
Author's Chair	a special chair in the classroom from which students and teacher read trade books and the students' own published writing; author's chair is used to celebrate student writing and to provide students with opportunities to be authors
Brainstorming	a prewriting activity in which students either alone or in groups jot down all words or phrases that come to mind on a topic; responses are not critiqued during this time and may be quite far-fetched
Cloze	a technique in which words are eliminated from a passage or rhyme; students are asked to complete the selection
Clustering	a heuristic or prewriting activity, similar to webbing, that involves placing a topic, word, or phrase in a circle in the center of a page, and as ideas flow through the mind, writing down related words randomly around the center word
Collaborative Learning	the learning that occurs when students work together sharing ideas and actively teaching each other; teachers act as facilitators
Competency-Based Education	an Ohio Department of Education program designed to assure appropriate instruction, assessment and testing, and intervention for Ohio's students in grades K-12

Comprehension	constructing meaning as a direct result of reading or listening experiences; gaining an understanding of meaning allows the reader or listener to establish connections among ideas presented and relate the information in alternative forms based on the reader's or listener's experience; comprehension is generally influenced by background knowledge, familiarity with the presentation format or structure, interests, and attitudes
Computer-Assisted Instruction	in language arts, interpreted as work on computers with the intention of encouraging students to create and design; may also include software designed to reinforce skills
Concrete Poetry	poetry that takes on the shape of the subject; often creative or playful in form
Conferencing	a short (three- to five-minute) meeting between teacher and student(s) for discussing progress in writing or reading; provides verbal feedback to students; may be formal or informal, individual or small-group; determined by research to be highly effective in helping young writers; may also include students meeting with other students
Cooperative Learning	the learning that takes place when students work collaboratively on a carefully structured project; information is widely available in current educational journals and books
Course of Study	prescribes the content and processes of all curricular areas that all students will be expected to achieve
Cueing Systems	three of the language systems on which we rely for cues when seeking meaning from text, including semantic (based on meaning), syntactic (based on grammar), and grapho-phonetic (based on surface display and letter-sounds); include everything people do within a context and with expectations of some sort, including reading
Drafting	an attempt to formulate ideas on paper; may lead through a series of drafts to a final revised and edited product
Editing	the stage in writing in which writers examine their draft for technical and mechanical correctness, such as spelling, punctuation, and correct word use

Environment for Language	the classroom atmosphere needed to promote readers' and writers' efforts to express themselves; includes both physical and psychological aspects related to caring, comfort, and support
Environmental Print Display	a display board on which children post signs, labels, and other examples of print from their own environments
Expressive Writing	writing in which students respond to stimuli in a personal, unrestrained way; may take the form of summaries, associations, questions, comments, predictions, journal entries, logs, or free writings; may or may not become a finished piece of writing
Evaluation Conference	a conference usually held at the end of a marking period; a time in which teacher and student cooperatively assess the student's progress and set goals for future performance
Figurative Language	language enriched by word images and figures of speech
Formative Evaluation	ongoing, periodic assessment used daily to guide instruction and to make instructional decisions, including intervention
Focused Writing	a short piece of writing that students do to explain what they know and/or think about a topic
Free Writing	a prewriting technique; writing with no definite purpose and continuing until the purpose becomes known to the writer; sometimes referred to as automatic writing
Genre	a form or type of literary and other artistic content, as a novel, tragedy, comedy, poem, fairy tale, science fiction story, mystery, etc.
Grammar	the means by which the different components of our language can be put together in groups of sounds or written symbols so that ideas, feelings, and images can be communicated
Heuristic	any of several prewriting activities writers do to help determine what they know and what they need to find out; helps writers discover an ordering hypothesis for their writing

Holistic Evaluation	a guided procedure for sorting and ranking written pieces following a quick, impressionistic reading; reading is often guided by a scoring sheet which describes each feature and identifies the characteristics of high-, middle-, and low-quality papers
Intervention	alternative or supplemental action designed to remediate, reinforce, or support pupil learning relative to specified performance objectives; an instructional action taken when a planned learning activity is judged to be wholly or partially inappropriate for helping a student achieve a desired level of competency
Invented Spelling	the process young writers use to make markings and letters to represent words before they have learned conventional spelling; follows a predictable developmental pattern beginning with sound and moving to sound-symbol relationship; sometimes called temporary spelling
Journal	a notebook in which students collect original writing; may serve many different purposes
Learning Log	a record kept by students of their personal responses to what is occurring in the classroom, including responses to ideas, reading assignments, class discussions, and/or class activities; provides a means for students to become personally involved with the subject and permits teachers to perceive problems that need to be addressed
Legibility	able to be read or deciphered; has handwriting which is neat and readable; erasures and cross- outs seldom occur
Linear	describes an arrangement which proceeds in a fixed, unalterable sequence
Listing (jot listing)	a heuristic or prewriting activity, which involves first making a list of all the ideas, words, and thoughts that come to mind on a given subject
Main Idea	the central thought, meaning, or gist of a passage; the chief topic of a passage expressed or implied in a word or phrase; a statement in sentence form which gives the stated or implied major topic of a passage

	and the specific way in which the passage is limited in content or reference
Metacognition	the student's own awareness and understanding of the processes and procedures needed to perform certain functions; demonstration of the student's knowledge and evidence that the student recognizes how to use information and monitor progress
Mini-conference	a brief teacher-student conference about the student's writing; focuses on only one or two aspects of the student's writing
Miscue	a reading response that differs from the expected response to the written text; miscues reflect the strengths and weaknesses of the reading strategy of the reader; an analysis of the miscues of individuals may provide information for planning reading instruction
Mnemonic	a device or association used to aid the memory; rhymes make good mnemonics, for example
Monitoring	a process classroom teachers, building administrators, and central office administrators use to evaluate student achievement and the CBE program
Modeling	specific and deliberate behaviors by the teacher to demonstrate processes or procedures to be used by students
Narrative	writing that tells a story; usually expected to include a beginning, middle, and end
Ownership	in writing, the concept that writers own and value their work; others may make suggestions, but writers decide what suggestions to accept and/or reject; in reading, implies engagement with text
Peer-Group Conference	conference in which a group of students meet to discuss their writing; most successful when the group has a specific agenda and a strictly enforced time limit
Peer Editing	students work together to find and correct errors in such areas as spelling, capitalization, punctuation, and word choice

Peer Revising	with another student, revising a composition to improve content, organization, style, tone, unity, clarity, and coherence to suit rhetorical situation, purpose, and audience
Phonics	one of three cueing systems (semantic, syntactic, phonetic) designed to help readers make sense of print; a method of sound analysis; an approach to teaching sound-symbol relationships as a word attack skill; cueing systems are best taught in context, not in isolation
Portfolio	a collection of the student's best or most representative work (understood to include reflection and evaluation)
Prewriting	initial stage in the act of writing; refers to activities writers use to generate ideas for writing, such as brainstorming, researching, drawing, talking, listing, questioning, webbing, and clustering
Process-Based Writing	an instructional approach to teaching writing growing out of research in the past twenty years; also refers to processes writers engage in as their work progresses from idea to finished piece
Prompt	a writing suggestion or topic, designed to help students focus their writing; an assignment
Purpose	the writer's reason for writing; may include writing to entertain, to persuade, to inform, etc.
Publishing	stage in writing that involves making the writing public; in classroom, publishing may include posting writing on bulletin boards, producing class magazines, making an oral presentation, giving a performance, or binding books for the classroom or library
Reading Strategies	those techniques a reader uses when meaning is lost; techniques include such strategies as re-reading, reading on to the end of a sentence, skipping a word, asking for help, etc.
Reading/Writing Center	an area of an elementary classroom devoted to language arts activities; often divided into sections for a class library, audio equipment, child-initiated displays, and writing; also a computer- and/or teacher-assisted area where students at all levels of

	instruction may go for help with specific reading and writing problems
Recursive	describes the start-stop-reconsider-begin again process writers engage in to produce writing; from the Latin *recursio* meaning a return
Revision	the stage in writing during which writers survey what they have written to determine what needs to be added, deleted, or reorganized and whether tone, voice, language choices, and structure are appropriate for the intended audience and purpose
Revision Guide	a handout specifically designed for a piece of writing which makes students focus on pertinent elements of that writing
Schema, *pl.*, Schemata	a conceptual system for understanding something
Self-Assessment	student evaluation of own work; an often overlooked aspect of evaluation
Semantic Cue	evidence from the general sense or meaning of a written or spoken communication that aids in the identification of an unknown word
Story Mapping	the outlining of a story using a format that includes all basic story elements
Summative Evaluation	a measure of student growth which determines program/instruction effectiveness and compares group achievement; measures progress according to a set of criteria
Sustained Silent Reading (SSR)	a period of time during the school day when students in a class or in the entire school read books of their own choosing
Sustained Silent Writing (SSW)	time set aside for the writer to build fluency by drafting without interruption; topics are selected by the writer but may be related to classroom themes or literature being read
Syntactic Cue	evidence from a knowledge of the rules and patterns of language that aids in the identification of an unknown word from the way it is used

Synthesis	one of the upper-level thinking skills identified in Bloom's taxonomy; involves identifying the relationships that exist among two or more ideas
Theme	a major idea, proposition, or topic broad enough to cover the entire scope of a literary or other work of art; may be stated or unstated
Thesis Statement	a single sentence, usually but not always found in the introductory paragraph of an essay, that makes clear the purpose, controlling idea, and direction of the paper
Timed Writing	a heuristic or prewriting activity, in which writers write nonstop for a specified time (5-10 minutes) on a topic they select
Trade Book	a book published for sale to the general public
Voice	the sound of the writer in the writing; the writer's personal style
Webbing	a strategy used for the purposes of developing ideas and organizing them; the major topic is usually centered, with lines drawn to details, subtopics, etc.
Writing Folder	collection of student work kept in the classroom over the course of a semester or a year; enables students and teacher to assess the patterns of strengths and weaknesses in students' work and set goals for improvement; may be kept in conjunction with a portfolio

RESOURCES

The following resource material, available from the Ohio Department of Education, may be useful in the implementation of the **Model Competency-Based Language Arts Program**. To request any of these materials, please call (614) 466-2761, Fax 614 752-8148, or write to the Ohio Department of Education, Division of Curriculum, Instruction, and Professional Development, Publications, 65 South Front Street, Room 1005, Columbus, Ohio 43266-0308.

- A Language Arts Resource: An Annotated Bibliography
- Bibliographies for Selecting Reading Materials
- Expanding the Secondary Literature Curriculum
- Implementation Series (1983)
  - Intervention
- Leadership Series (1983)
  - Developing Writing Competence
  - English Language Arts Curriculum
  - Integrating Language Arts
- Logical Phonics Skills Progression
- Ohioana Library Association Lists
- Phonics Rule